DOCUMENT RESUME

ED 385 699 CE 069 576

TITLE Relationships. Colorado Core Curriculum.
INSTITUTION Colorado State Univ., Ft. Collins.
SPONS AGENCY Colorado State Community Coll. and Occupational Education System, Denver.
PUB DATE Jun 91
NOTE 808p.
PUB TYPE Guides -.Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF05/PC33 Plus Postage.
DESCRIPTORS Core Curriculum; Course Content; Daily Living Skills; Family Life Education; Family Role; High Schools; *Home Economics; *Interpersonal Relationship; *Learning Activities; Parenthood Education; State Curriculum Guides; *Teaching Methods
IDENTIFIERS Colorado

ABSTRACT

This updated home economics core curriculum was developed following extensive research conducted by Colorado home economics teachers. The guide, designed to be used in grades 10-12, contains five units to be used as a 1-semester course. The guide includes a scope and sequence outline that lists the topics, lessons, and process skills, in addition to eight Future Homemakers of America/Home Economics Related Occupations of America purposes that correlate with each section. Each unit contains a variety of learning activities and is designed to be used flexibly; some of the sections include resource sections for teachers to find additional materials for use in their classes. Learning activities include fill-in sheets, role-playing, research assignments, puzzles, checklists, and other types of activities. The units cover the following topics: individual development, personal interactions, adult lifestyles, parenting, and family. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Voorhees

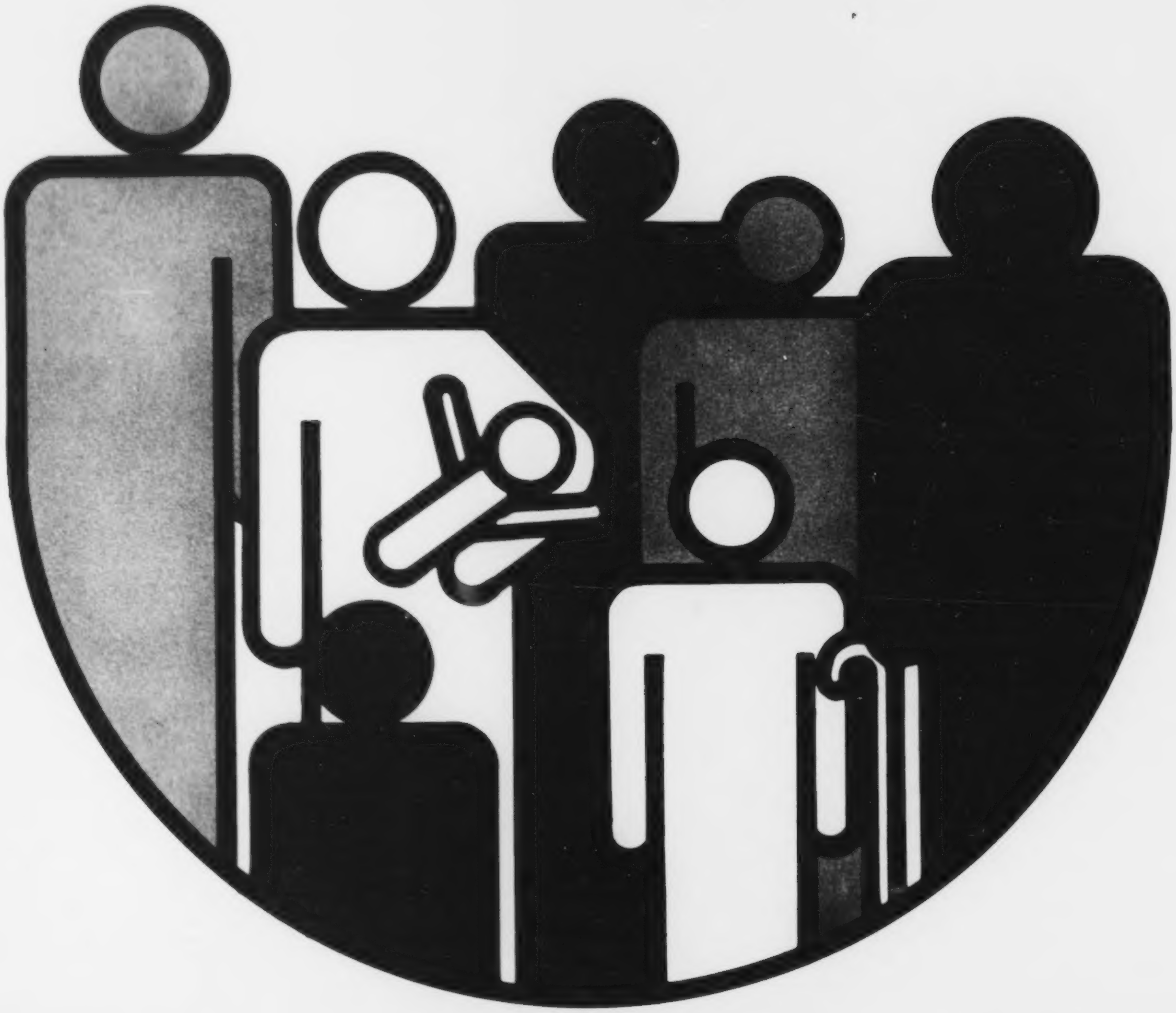
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED 385 699

CE069576

Colorado Core Curriculum

Relationships



COLORADO
COMMUNITY COLLEGE &
OCCUPATIONAL EDUCATION
SYSTEM

BEST COPY AVAILABLE

Colorado
State
University

OUTLINE	PROCESS SKILLS	FHA PURPOSES
I. Individual (3 weeks)		
A. Self Concept	• Assess factors affecting personal self-concept.	1, 6
1. Goals and Values	• Examine goals and values in understanding self	
2. Understanding Self	• Examine self in relation to environment.	
a. Who am I?		
b. Factors That Influence Self		
c. Needs and Wants		
d. Family Influences		
3. Personal Responsibilities	• Examine personal responsibilities in relation to self and others.	
a. Individual		
(1) Maturity		
(2) Personal Wellness		
(3) Leadership Skills		
b. Others		
(1) Communication		
(2) Interpersonal Skills		
(3) Leadership Skills		
B. Role Expectations	• Analyze the individual's role in family, community, and culture.	2, 3, 5
1. Family		
2. Community		
3. Cultural		
C. Decision Making	• Develop personal decision making skills.	6
1. Steps in Decision Making		
2. Problem Solving		
D. Dealing with Stress	• Develop positive strategies for coping with stress.	1, 2, 5, 7
1. Factors that Influence Stress		
a. Self		
b. Family		
c. Friends		
d. School		
e. Work and Financial		
f. Other Activities		
2. Stress Tests		
3. Coping Strategies		
E. Support Systems	• Examine personal and family support systems.	2, 3, 5
1. Definition		
2. Types		
3. Purpose		
II. Personal Interactions (4 weeks)		
A. Communication	• Assess how communication affects relationships.	1, 2, 5
1. Communication Styles		
a. Verbal/Non-verbal		
b. Passive/Aggressive/Assertive		
2. Level of Communication		
3. Effective Communication		
a. "I" Messages		
b. Constructive Messages		
c. Listening		
4. Roadblocks to Communication		
5. Conflict Resolution (Fighting Fair)		
6. Teen Communication		
a. Family		
b. Peers		
c. Other Groups		
B. Building Relationships	• Evaluate friendships and relationships.	6, 7
1. Roles		
a. Sex and Gender Roles		

OUTLINE	PROCESS SKILLS	FHA PURPOSES
b. Stereotypes		
2. Types		
a. Friendships		
b. Love		
c. Infatuation		
3. Expectations		
4. Dating		
a. Function		
b. Etiquette		
c. Concerns		
5. Issues/Problems in Relationships		
C. Contemporary Issues	• Examine and analyze issues of teenagers.	1, 2, 6
1. Rights and Responsibilities		
2. Teens and the Law		
3. Abusive Relationships		
4. Suicide		
5. Substance Abuse		
6. Peer Pressure		
7. Sexual Decision Making		
a. Abstinence		
b. STD's/AIDS		
c. Teen pregnancy		
d. Sexual Assault		
e. Abortion		
III. Adult Lifestyles (3 weeks)		
A. Changing Lifestyles	• Assess alternative lifestyles.	2, 6, 7
1. Establishing a New Lifestyle	• Examine lifestyles changes between adolescence and adulthood	
a. Transition/Adjustments		
b. Activities/Interests		
(1) Personal		
(2) Social		
c. Alone vs. Loneliness		
d. Personal Safety		
e. Attraction and Opportunities to Meet New People/Companions		
2. Alternative Lifestyles	• Analyze personal lifestyle desires.	
a. Single		
b. Living Together with Significant Other		
c. Married		
d. Friends/Companions		
e. Communal Living (Multiple Roommates)		
B. Readiness for Long-Term Relationships	• Analyze the social, emotional, legal, physical, intellectual and financial aspects of long term relationships/marriage	1, 3, 6, 7
1. Personal Expectations		
2. Prioritizing Commitment		
a. Career		
b. Personal Interests		
c. Relationships		
(1) Friends		
(2) Family		
(3) Significant Other		
3. Levels/Rights/Responsibilities		
a. Dating		
b. Living Together		
c. Marriage		

OUTLINE	PROCESS SKILLS	FHA PURPOSES
4. Society Attitudes/Pressures		
5. Personal Expectations		
C. Compatibility	• Examine compatibility factors in relationships.	1, 4, 6, 7
1. Interests		
2. Background		
3. Religion		
4. Economics		
D. Becoming a Couple	• Assess factors in becoming a couple.	2, 6, 7
1. Roles Expectations		
a. Traditional/Nontraditional		
b. Balancing Work/Couple/ Individual Time		
c. Two-Income Household/Finance		
d. Career Advancement/Moving		
2. Social Interactions/Network		
a. Lifestyle Expectations		
b. Family and Friends		
3. Negotiation		
a. Goals		
b. Family Planning Decisions		
c. Individual Growth/Interests		
d. Living Accommodations		
(1) Couple's Home		
(2) Family/Inlaws/other		
4. Engagement		
5. Marriage Preparations	• Examine laws and preparations for marriage.	
a. Laws		
(1) Marriage		
(2) Common Law Marriages		
(3) Prenuptial Agreements		
b. Customs and Traditions		
(1) Ceremony/Types		
(2) Vows/Commitments		
(3) Premarital Counseling		
(4) Planning/Cost		
6. Marriage Adjustments	• Assess the importance of commitment and responsibility to marital adjustment.	
IV. Parenting (4 weeks)		
A. Decision Making for Parenting	• Evaluate considerations for parenting.	
1. Readiness	• Evaluate considerations for readiness in parenting.	
a. Individual Characteristics and Skills		
b. Financial		
c. Career Goals		
d. Marriage Stability		
2. Family Planning	• Examine family planning compatible with personal values and parenting decisions. .	
a. Contraception		
b. Family Size and Spacing		
c. Unplanned Pregnancy		
B. Conception, Pregnancy, Labor and Delivery	• Determine factors involved in conception, pregnancy, prenatal care, labor and delivery.	
1. Physical Aspects		
a. Health		
b. Medical Assistance Options		
c. Prenatal Development		
(1) Stages		
(2) Factors Affecting Unborn		
d. Birth Process		

OUTLINE	PROCESS SKILLS	FHA PURPOSES
2. Emotional Aspects		
a. Male/Female		
b. Support		
C. Adjustments to Parenting	• Examine adjustments to parenting.	
1. Financial		
2. Emotional		
3. Social		
4. Physical		
D. Caring for Children	• Examine importance of caring for children.	1, 2, 3, 7
1. Basic Growth and Development	• Examine developmental needs of children.	
2. Parenting Responsibilities	• Examine parenting skills needed to foster human development.	
a. Nurturing		
b. Safety and Health		
c. Guidance and Discipline		
d. Education of Children		
3. Child Care Decisions	• Examine child care decisions.	
a. Shared Responsibilities	• Plan for shared parental responsibilities in child care.	
b. Options	• Explore child care options for working parents.	
c. Criteria for Selection of Caregivers		
d. Cost	• Research cost related to child care.	
e. Preadolescent Child Self-care	• Analyze self-care techniques for the preadolescent	
V. Family (4 weeks)		
A. Family Concepts	• Understand concepts of the family.	2,3,4,5
1. Definition	• Evaluate definitions of the family.	
2. Goals and Values	• Examine the responsibilities of an individual in establishing family goals and values.	
3. Family Structures- single parent, blended, etc.	• Compare the various family structures.	
4. Family Systems	• Examine functional/dysfunctional system concepts.	
a. Functional		
b. Dysfunctional		
5. Purpose, Function of the Family in Society	• Examine the function and purpose of the family as a unit in society.	
6. Family Traditions	• Examine family traditions.	
B. Family Relationships	• Determine factors affecting family relationships.	2, 3, 7
1. Communication	• Demonstrate appropriate communication techniques for different family situations.	
2. Support Systems	• Examine personal and family support systems.	
3. Personal Wants and Needs	• Explore personal want/needs in relation to work and family.	
4. Dual Role of Work and Family	• Compare effective strategies for coping with work and family.	
5. Life Cycle	• Analyze effects on family at stages of the life cycle.	
C. Family Issues	• Investigate strategies for dealing with individual and family issues.	1, 2, 3, 5
1. Marital Dissolution (Divorce)		
2. Substance Abuse		
3. Family Violence		
4. Aging		
5. Death		
6. Terminal Illness		
7. Disabilities		
8. Catastrophes		
9. Bankruptcies		
10. Housing Choices/Homeless		
11. Unemployment		
12. Blended Families		

FHA PURPOSES

#1. To provide opportunities for self development and preparation for family and community living and for employment.

#2. To strengthen the function of the family as a basic unit of society.

#3. To encourage democracy through cooperative action in the home and community.

#4. To encourage individual and group involvement in helping achieve worldwide brotherhood.

#5. To institute programs promoting greater understanding between youths and adults.

#6. To provide opportunities for decision making and for assuming responsiblities.

#7. To become aware of the multiple roles of men and women in today's society.

#8. To develop interest in home economics, home economics careers, and related occupations.

ACKNOWLEDGEMENTS

This updated Comprehensive CORE Curriculum for Vocational Home Economics in Colorado represents the efforts of a number of vocational home economics educators in Colorado. The home economics teachers who served on the CORE Curriculum Task Force were critical to creating and delivering a curriculum which represents the vision and mission for home economics in the secondary schools. We have listed their names at the end of this acknowledgements. Without their hard work, insight, and dedication, this curriculum would not have happened.

Faculty and students at Colorado State University have made the development of this curriculum a priority. Sally Yahnke has been with the project since its inception and has provided valuable leadership and expertise throughout the process. Dawn Mallette deserves loud applause for taking the ideas and lessons developed by the teachers and carrying them from outline to final product. Dawn kept up with the deadlines, even when they appeared to be impossible to meet. Jennifer Niebur worked with Dawn to create and input lesson ideas. The professional experience and curriculum knowledge contributed by Emma Gebo gave the curriculum a solid base in research and theory. Ruth Wilson assisted with Task Force meetings and the generating of ideas for formatting the curriculum. In addition, acknowledgement is given to Dr. Francine Hultgren, University of Maryland, who was a consultant on the project in the first year, helping to address the practical problem based approach to curriculum development. All of these individuals were part of a team that believes the University's mission is to continue the dialogue between home economics teachers, teacher educators and state program leaders so that our discipline will continue to meet the needs of families.

Vocational Home Economics Program Managers from the Colorado Community College and Occupational Education System (CCCOES) have provided leadership which made this curriculum possible. Donna Brookhart suggested it was time to revisit the CORE Curriculum and developed the vehicle to make that happen. Mary Stecklein made the curriculum development process a priority and made certain that her time and energy were available to all of us whenever we needed her. LeAnn Nelson was critical in providing the professional support and expertise needed in the final edits and production of the curriculum. Colorado vocational home economics education has had dedicated state leadership throughout this curriculum process.

Being a part of this curriculum process has again proven to me the valuable contribution vocational home economics education is making in the public schools. The people who have worked together to create this document are proud of home economics. The process was rarely a simple one. As a group, we learned to struggle through the process, to value each others experience, to critically examine our content, and to risk that our movement as a team was going to make a difference for the future of home economics in Colorado. I recognize that curriculum development is never finished, but I am pleased with how far we have come.

Cathleen T. Love
Project Director
June 1991

TASK FORCE MEMBERS

Diane Bever
Holly High School
Holly, CO

Carol Blatnick
Bayfield High School
Bayfield, CO

Pat Bohlender
Horizon High School
Brighton, CO

Alice Brunetto
Florence High School
Florence, CO

Carol Crockett-Alford
Fort Collins High School
Fort Collins, CO

Judy Denker
Battle Mountain High School
Minturn, CO

Madelon Eichorn
Broomfield High School
Broomfield, CO

Marla Jesse
Akron High School
Akron, CO

Linda Halvorson
Fruita Middle School
Fruita, CO

Peggy Harrison
Cherry Creek High School
Englewood, CO

Fern Hill
Broomfield High School
Broomfield, CO

Sheryl Little
Arvada West High School
Arvada, CO

Judy Lundquist
Longmont High School
Longmont, CO

Karen Magnuson
Highland Junior/Senior High School
Ault, CO

Hope Neergaard
Rangeview High School
Aurora, CO

Sara Nesmith
Green Mountain High School
Lakewood, CO

Debbie Nickell
Burlington High School
Burlington, CO

Donna Phelps
Gunnison High School
Gunnison, CO

Glenna Sherick
Thornton High School
Thornton, CO

Melody Thomas
Rye Middle School
Rye, CO

RoJean Werner
Julesburg High School
Julesburg, CO

Eleanor West
Antonito High School
Antonito, CO

WORD PROCESSING

Cinde Wise
Phyllis Beard

WORK STUDY STUDENTS

Wendi Macias
Jill Quesnoy
Andrea Tunnison

DEVELOPMENT PROCESS

This Updated Vocational Home Economics CORE Curriculum was developed following extensive research conducted by Colorado home economics teachers. The guide is designed to be used in grades 10-12. Each unit is a one semester course and the teacher is encouraged to choose learning activities that fit the needs of students by using appropriate learning activities. A student who completes both semester courses will be considered a "completer" in the Colorado Vocational Act. The foundation of the course is the preparation for the dual role of homemaker and wage earner.

Vocational home economics teachers volunteered to serve on a CORE Curriculum Task Force in the Fall of 1987 at statewide home economics teacher inservices. At that time two teachers from each FHA/HERO district were chosen to serve. An initial meeting of the Task Force was held in January of 1988 to determine the purpose of the task force and the need to update the existing CORE curriculum.

A second meeting was held in March, 1988. Prior to that meeting, Emma Gebo and Sally Yahnke began research on trends and issues affecting home economics and education, examination of national curriculum modes and the development of the community meeting process. Articles addressing trends and issues were sent to each task force member for review before the meeting. Trends and issues affecting home economics and education in Colorado were identified by task force members. They were also trained to conduct community meetings and given materials needed for the meetings.

Task force members conducted community meetings in 24 different locations in Colorado. Community members were asked to identify challenges they faced in nourishing and feeding the family, nurturing human development, managing economics and resources, coordinating work and family, creating a living environment and meeting personal and family textile needs. From the information gathered, and the examination of curricula from other states, a survey was developed and mailed to Colorado home economics teachers. In that survey teachers were asked what they teach, what they felt should be taught and how much time should be spent on each of the challenge areas.

In June, 1988 a four day meeting was held to take a look at the preliminary data collected from the community meetings and the home economics teachers survey, and to discuss possible curriculum format. Francine Hultgren also presented a workshop addressing critical thinking strategies for the curriculum . The task force completed the meeting by developing a mission statement for home economics in Colorado.

Eight more task force meetings were held from November 1988 to November 1990. Based on the research findings, the six challenge areas identified in the community meetings were collapsed to two: life management and relationships. The task force developed the rationale statements for life management and relationships and the outlines for each. The format for the curriculum was also determined. At the Vocational Educator's Leadership Conference in August, 1989 task force members and other home economics teachers began to develop learning activities for the curriculum. Basic skills and activities were identified for the curriculum. Home economics teachers across the state participated in a piloting process for the learning activities and revisions were made.

The process for the development of the Updated Home Economics CORE Curriculum has continually been reviewed by the members of the Task Force. This curriculum has been developed by teachers in the field to meet the needs of today's learners. It has been a long process but one that reflects what home economics teachers in Colorado feel needs to be included in a comprehensive vocational home economics curriculum.

HOW TO USE THIS GUIDE

General Observations About Curriculum Design

Following you will find an explanation of various parts of the curriculum that may need clarification in order to understand and properly use the Colorado core curriculum guides.

1. On the Scope and Sequence fold out pages is an outline of the topics, lessons, and process skills. In addition, the eight FHA/HERO purposes are listed and numbers are assigned to each of the units that may have "Learning Activities" that correlate with the purposes that are met in each section. Only general time lines have been given. These are only suggestions, teachers may want to extend or shorten any of the sections depending on their particular needs.

2. In order that each section can be referenced to the curriculum outlines, each page includes a code in the upper right hand corner. The code can be broken down as follows: LM represents Life Management or R represents Relationships; the roman numeral describes the unit; the upper case letter (A,B, etc.) describes the topic; and the number and lower case letter(s) at the end of the code describe the lesson. In addition, each section has been numbered individually to allow easy organization of any pages removed.

3. Process skills were used to help learner and teacher understand that the process of learning is as important as the content presented or knowledge gained.

4. Realizing that teachers with a variety of backgrounds and academic skills will be using these curriculum guides, they have been designed to be flexible. The activities included are for possible use. Teachers should choose from among the "Learning Activities" provided to best complement their particular class needs and interests, and their own strengths and teaching abilities. Only a few evaluation materials (tests quizzes etc.) are included to allow teachers to pick and choose materials as they feel necessary. A generalized evaluation tool, in a number of cases, would not be appropriate. Answer keys, to various activities, can be found at the end of each section in which it was deemed necessary one be included.

5. The curriculum "Learning Activities" have been coded (when necessary) with letters that indicate the Basic Skill that is being met in each particular activity. They are coded as follows: T-Technology, S-Science, M-Math, W-Writing, R-Reading, V-Speaking, and CT-Critical Thinking.

6. Some sections may indicate activities found in workbooks, guides, etc. with the suggestion that teachers locate or purchase these materials if not already on hand. For the most part many of the major publishing companies were very willing to allow their materials to be included in the guides. If for some reason permission to reprint an article or activity was not granted, it was referenced in either the learning activities or resource section.

7. Some of the sections will include a Resource section. Names of books, articles, organizations, etc. have been included so teachers may look to these sources for additional information on the topics discussed.

8. Some of the sections (when necessary) will include a background information sheet to assist in the discussion of the topic.

9. The curriculum is designed so materials may be added or deleted according to need and interest. Large notebooks were used to accommodate any additions. The teacher should continue to update curriculum both by adding additional activities and discarding ones that are outdated.

AHEA MISSION STATEMENT FOR HOME ECONOMICS

The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead to maturing individual self-formation and enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them.

Home Economics: A Definition Marjorie Brown and Beatrice Paolucci, 1980

COLORADO HOME ECONOMICS FOCUS STATEMENT

The focus of Home Economics education in Colorado is to empower learners to gain competence in the work of the family in society.

Colorado Home Economics teachers believe that:

•Learners are capable and desire skills to live independently and deal with life issues successfully.

•Education is an economic investment to prepare learners to be successful, productive citizens in the personal, family and occupational arenas.

•The family is a unit of intimate, transacting and interdependent persons who share values and goals, responsibility for decisions and resources, and have a commitment to one another over time.

•The work of the family is to provide a supportive environment for human development and contribute to healthy a society.

•Within society the family is the basic foundation (unit) of an everchanging society which demands individuals who have the ability to make reasoned judgments (decisions), be humanly caring, act responsibly for self and others, deal with change and shape the future.

RATIONALE STATEMENTS

LIFE MANAGEMENT

Current economic conditions, employment trends, and changes in the composition of the family have had an impact on the roles of family members and on society. To successfully manage personal, work, and family life, individuals and families need skills and knowledge for effective decision making which will empower them to improve their quality of life.

RELATIONSHIPS

Individuals who possess a positive self image and build healthy relationships, experience success in their personal, family and professional lives in society. this success depends on the individual's ability to effectively communicate and interact with others.

Healthy relationships and positive communication skills are learned behaviors. Because of changing relationships and lifestyle trends within society, there is an increased need for developing healthy, stable, critical thinkers through personal and family life studies.

COURSE: Relationships

UNIT: Relationships

TOPIC: Introduction to Unit/ Class

LESSON: Getting Acquainted/Group Building and Trust Building

PROCESS SKILLS: The student will:

1. Participate in class activities and become acquainted with classmates.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

Getting Acquainted

1. Have students complete the "Class Search" or "Get Acquainted Game" activities. Share answers with partners or rest of class and find out the similarities they have. Be sure the list is appropriate to the age and personality of the students as well as the nature of the class.

W/V 2. Using the "Introduction Letter Assignment" or "Life Story" assignment have students write about themselves. This may be the beginning of a journaling activity they can be involved in for the rest of the semester. You may or may not want to grade this. Encourage the students to share this letter with the class if it is intended to be a get acquainted activity, otherwise it is more appropriate for a self-awareness unit.

3. Have students participate in the "Electricity Game" and process. This would be a good activity to use when setting classroom rules such as confidentiality, there are no wrong answers, everyone has a right to talk or pass, etc.

V 4. Pass around a large bag of M&M's or roll of toilet paper and instruct the class to take as much as they need. Then have each student pass how ever many M&M's or toilet paper they want to share with the neighbor on their left or right. Each student then needs to say one thing about her/himself for each square of toilet paper or M&M they have remaining. Works well to have each person says only one of their qualities at a time and go around and around until everyone is out of T- paper or M&M's.

Group Building and Trust Building

W/V 5. Have students participate in the "Teens Speak" Activity. This activity will help students feel comfortable with each other and begin to identify similar concerns.

V 6. Complete the "Mystery Game" activity with students. This will help the students to understand how important it is for a class to work together.

W/V 7. Tape a piece of paper in the shape of a hand on each student's back. In silence walk around and write positive comments on each other's piece of paper. Allow about 15 minutes for this task. Student's can introduce each other using their individual hands, then can read their papers and respond in writing to the statement "I feel ____________________ after reading my positive paper."

8. Have students write their name on the clasp side of clasp envelope. (The students may decorate the envelopes to express who they are.) Put them on the wall. For approximately two weeks, have students write positive notes to classmates. Cutting strips of paper and having them available at the beginning of each day encourages more participation. Instruct students to leave their notes in the envelopes (no peeking) until the end of the designated time. You may want to check the envelopes to be sure everyone is getting notes.

W/V 9. Complete the questionnaire on the 10 most important qualifications of a successful group member by using "A Successful Group Member Is . . ." As a group compare individual responses and build a group consensus for the 10 most important qualifications of a successful group member. Discuss how possessing these qualifications will make the class/group better.

Activity 1

Name ______________________________
____

CLASS SEARCH

Directions: Let's see how much you know about each other! Walk around the room and ask questions listed on this page. When you find a person who can answer the question with a YES, have that person write his/her signature on this sheet. The first person to get all the questions answered with a signature will win a prize!

QUESTION	CLASSMATE'S SIGNATURE
1. Only child	
2. Parents divorced	
3. Mother works	
4. Two-car family	
5. Plays in the school band	
6. Went to another school other than present one	
7. Have lived in another state	
8. Youngest child	
9. Plays on a school athletic team	
10. One parent is 45 years or older	
11. Honor roll student	
12. Single parent family	
13. Don't like to participate in sports	
14. First home economics class	
15. Have been to Disneyland	
16. Goes to church regularly	
17. Lives with step brother or step sisters	
18. Has an older brother	
19. Speaks another language at home	

Activity 1

Name ______________________

____

GET ACQUAINTED GAME

Get acquainted with someone who ---

1. has the same color hair as yours ______________________
2. has the same color eyes as yours ______________________
3. has the same total number of brothers and sisters as you have ______________________
4. bought a car this summer ______________________
5. has a birthday the same month as yours ______________________
6. lives in a mobile home or apartment ______________________
7. is going steady ______________________
8. attended a wedding this summer ______________________
9. has a checking account ______________________
10. works part time ______________________
11. has a savings account ______________________
12. is new to our school this year ______________________
13. has three vowels in last name ______________________
14. has the same color toothbrush as you do ______________________
15. has the same first two numbers in drivers license ______________________
16. who drives the same make or color of car ______________________
17. believes the same way you do about "what makes a good husband?" or "what makes a good wife?" ______________________
18. has a credit card ______________________
19. went camping this summer ______________________
20. likes to ride a bike ______________________
21. went to a concert ______________________
    Who did you see? ______________________

Activity 1 (Continued)

22. wants to continue school after high school ____________________

23. likes to go to school sport events ____________________

24. enjoys reading novels ____________________

Activity 2

Name ______________________________

____

INTRODUCTION LETTER ASSIGNMENT

DUE ______________________

Write a letter about yourself. You may want to include some of the following ideas:

Family
Interests or hobbies
Job -- boss and co-workers
Friends -- girlfriend/boyfriend
Vacation trip
Special event in your life
Challenging event in life
Goals -- college, marriage, ???

Letter should be a minimum of one page for a **C** grade and approximately two pages for an **A**.

Activity 2

Name ______________________________
____

LIFE STORY ASSIGNMENT

You are to write your life story. The following guidelines are only to get you started. Include these as well as any other important events that would tell your life story. Your life story should be at least two pages and no longer than five.

GUIDELINES

Where born

Sibling(s)

Schools attended

Friends

Where you have lived

Favorite holiday, interest

Neatest thing to happen to you

Your biggest challenge

Plans after high school

Where you plan on being ten years after high school

GRADE SCALE

2 pages = 30 - 27 Points A
1 1/2 pages = 26 - 24 Points B
1 page = 23 -21 Points C
1/2 page or less = 20 Points D

DATE DUE: ____

Activity 3

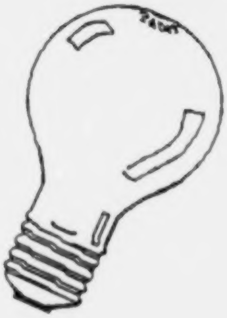
ELECTRICITY GAME

Introduction: "I want to try an experiment with this class. You'll have to trust me because the purpose of the experiment won't be clear until we discuss the results after it's over. Bear with me, there is a method to my madness. I promise."

Getting Started: Divide class into two or three groups of 10 to 13 people . Have each group sit in a circle (arrange students so boys do not sit beside each other). Select someone to be the leader in each group.

Directions: The task of the group is to pass "electricity" and in order to do this, everyone will need to hold hands. Electricity is passed as the leader squeezes the hand of the person on his/her right, then that person squeezes the hand of the person to his/her right and so forth. Start everyone; then every few seconds call "switch" and have students change directions. When students are "clicking," make the task more difficult by having them start the electricity in both directions at the same time. This is very difficult and few groups actually accomplish it. Groups may need to start over several times. Let them try to complete this task for five to eight minutes.

Summary: Compare this experiment to the way class discussions work. If someone had refused to participate, the group couldn't have passed the electricity. At first some of the students may have felt uncomfortable about holding hands. They might have worried about their hands feeling cold, clammy, sweaty, etc. - what would the other person think about them. Reaching out to others either physically or emotionally is a risk. However, as they played the game, worked as a group they forgot about holding hands. They concentrated on the task and started laughing, encouraging each other having fun. Similarly, with class discussions there is more electricity generated when everyone is involved. The whole class is more enjoyable and fun. If there are just a few who do all the talking, the class can become boring -- then people stop listening. If no one participates, it just becomes teacher lecture that, of course, is everyone's favorite class activity. Ask the class why people don't want to participate. List ways these concerns could be overcome. Maybe generate a list of norms or rules to help foster good communication and increase participation in class discussions.



Activity 5

Name ______________________________

____

TEENS SPEAK

Supplies: puzzles cut into three pieces to get students in group (pictures of topics of interest to teens)
3x5 cards for students
candy, two for each student
Teens Speak sheets
Info sheets

Have each student take a piece of a three piece puzzle. Students find the persons in the group that complete the puzzle. Each student take a 3x5 card and two pieces of candy provided. Sit in threesomes.

On card write: 1. - complete name - share and discuss with group
2. - where born - share and discuss with group
3. - three words that describe you - share and discuss with group
4. - three things that you like to do - share and discuss with group

When finished, instruct students to give each of the other persons a piece of candy, so that each will have two pieces. They may eat them.

When all groups have finished, have each person introduce another of the group and share the things learned about the person to the whole class.

Spend the remainder of the class time completing the Teens Speak question sheet; do so in the original threesomes.

Activity 5 (Continued)

Name ______________________________
____

TEENS SPEAK

1. What issues, concerns, topics, thoughts come to mind from your picture puzzle that relate to teenagers?

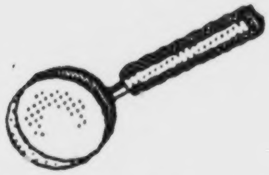
2. Five family issues facing teens today include:

3. Five personal issues facing teens today include:

4. Five things that teens want for their lives in the next five years are:

5. Five things that teens want for their lives in the next 25 years are:

Activity 6



MYSTERY GAME GROUP ACTIVITY
DISCUSSION SKILLS

1. (Group is seated in a circle, with the teacher standing outside the group.) "I am going to give you a job to do as a group -- to see how well and how quickly you can work together. It is really a very simple task; You are to calculate the average height in feet and inches of the members of this group. If someone does not know his exact height, he may give an estimate. The group must agree on the answer and appoint someone to submit it to me." (Repeat the directions until all students understand. Then step away and do not talk to the group until the problem is solved. Then lead them in a careful examination of the process they used for solving the problem.)

2. Play the first mystery game explained below. Beforehand type the clues on index cards -- one clue per card. If any student has played the game previously ask him to move outside the group and watch their process (and utilize his reports in follow-up discussion). Make sure to give ample attention to examination of process in follow-up discussion.

3. Students are seated in a circle with the teacher standing outside the group. The teacher gives the following explanation: Today we are going to play another game that will help improve your discussion skills. Each of the pieces of paper I am holding contains one clue that will help you solve a murder mystery. If you put all the facts together, you will be able to solve the mystery. You must find the murderer, the weapon, the time of the murder, the place of the murder, and the motive. Any time you think you know the answers and the group agrees on the guess, you may tell me. I will only tell you whether all five answers are right or wrong. If part of your answers are incorrect, I will not tell you which answers are wrong. You may organize yourselves in any way you like. You may not, however, pass your clues around or show them to anyone else, and you may not leave your seat to walk around the group. All sharing of clues and ideas must be done verbally. After clarifying the rules, pass out the clues. If there are more than 27 students, make up extra clues or have some students share clues. Some students may be appointed to serve as observers and timekeepers. The observers can make suggestions about how the group could be better organized and work faster. The teacher stands unobtrusively in the background.

T When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.

T Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

T The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

T When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt.

Activity 6 (Continued)

T	A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.
T	The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.
-	Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.
T	The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.
T	The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.
-	Mr. Kelley's body was found in the park.
T	Mr. Kelley's body was found at 1:30 a.m.
T	Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with the police.
T	The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:25 a.m.
	The elevator man went off duty at 12:30 a.m.
-	It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.
-	Miss Smith saw Mr. Kelley go to Mr. Jones's apartment building at 11:55 p.m.
-	Mr. Kelley's wife disappeared after the murder.
T	Police were unable to locate Mr. Scott after the murder.
	When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.
	The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.
-	Miss Smith often followed Mr. Kelley.
-	Mr. Jones had told Mr. Kelley that he was going to kill him.
-	Miss Smith said that nobody left the apartment building between 12:25 a.m. and 12:45 a.m.
T	Mr. Kelley's blood strains were found in Mr. Scott's car.

Activity 6 (Continued)

- Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones apartment.

ANSWER: After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment where he was killed by Mr. Scott with a knife at 12:30 a.m. because Mr. Scott was in love with Mr. Kelley's wife.

FOLLOW-UP: Help students to understand what caused the problems the group had in solving the mystery. If they were relatively successful in completing the work quickly, discuss the reasons for their success. Questions should focus first on the skills learned earlier.

- Was a leader needed?
- How was time lost in getting organized?
- Why was it ineffective for everyone to try to talk at once?

Finally students should discuss the need for the group to encourage everyone to contribute and to consider the contributions carefully.

Activity 9

Name ______________________________
____

A SUCCESSFUL GROUP MEMBER IS . . .

Directions: Select from the following list the 10 most important qualifications for a successful group member and rank them in the order of importance.

a. Achiever - Ability to satisfactorily complete a task
b. Ambitious - Desire to accomplish; aspiring to goals
c. Confidence - Trust in oneself; feeling of assurance
d. Cooperative - Willingness to work with others
e. Decisiveness - Ability to make decisions
f. Dedicated - Strong attachment to duty
g. Democratic - Offering of opportunity for participation
h. Diplomatic - A tactful person
i. Efficient - Ability to perform successfully
j. Enthusiastic - Intense, profound and eager interest
k. Fair - Just to all concerned
l. Foresight - To see or know beforehand or envision
m. Honest - Sincere, truthful and frank
n. Intelligent - Ability to use the power of reasoning
o. Knowledgeable - Well-informed
p. Loyalty - Faithful to followers
q. Organizer - Ability to arrange a successful pattern
r. Resourceful - Ability to find alternatives
s. Responsible - Able to be trusted or depended upon (reliable)
t. Understanding - Sympathetic

Your selection and ranking:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

COURSE: Relationships

UNIT: Individual

TOPIC: Self-Concept

LESSON: Self-Concept

PROCESS SKILLS: The student will:

1. Assess factors affecting personal self-concept

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R 1. Hand out Self-Concept Information Sheet and go over this with students to help them begin thinking about self-concept.

W 2. Show an AV selection such as "Cipher in the Snow" or "Hard Climb" to show how parents, peers, and others influence a child's self-esteem. Follow-up using the "Opinion Sheet." Students should write their opinion of themselves. Suggest they be specific, not just good, fair and poor. Then have them put comments, etc. of others who influence them to feel the way they do about themselves. This activity can be used without watching a video or film.

W/CT 3. "Self Concept Packet" is a compilation of materials that can be used as an on going project for the semester. It is not hard to complete, but it is time consuming. The packet has the students identify issues concerning themselves so that they are better able to love and understand themselves before loving another person.

R 4. Using the "Myself" collage handout have the students complete this activity. Included is a form that can be used to evaluate student projects. Teachers could also make up a collage to share with the class when giving the assignment. This provides the students with the opportunity to get to know them better, sets the tone for how the collage could be completed and emphasizes why sharing is important.

R 5. Give students "Affirmations for Building Self-Esteem" handout. Allow them to decide where they'll put them and check back occasionally on how they're doing with them.

W/CT 6. Hand out copies of, or play in class, "I've Got To Be Me" (Sammy Davis Jr) or "Greatest Love of All" Have students complete the self-goal sheet.

V/CT 7. Have students sit in a large circle. Using the "Communication of Self" activity have each student respond to the question(s) from the list the group has chosen to discuss that day. This activity could be repeated several times throughout the semester. Add more questions if you would like or those pertaining to what is being discussed in class.

W 8. The "Happiness Is ..." activity is one that can be passed out to students periodically for them to get a thermometer reading on how things are going for them.

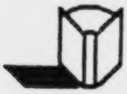
Activity 2 Name ______________________

____

OPINION SHEET

Directions: What have parents, teachers, friends and relatives said about you in the past? Have you built your self-image on those opinions? In column 1 describe in detail your opinion of yourself regarding the following subjects. In column 2 describe a situation or quote comments made by others in the past that have influenced your opinion of yourself.

	YOUR OPINION OF YOURSELF	PAST SITUATIONS OR COMMENTS MADE BY OTHERS
1. Your intelligence:		
2. Your appearance:		
3. Your personality		
4. Your being or becoming successful:		
5. Your having or developing talents:		
6. Your coordination or athletic ability:		



Activity 3 Name ______________________________

____

FEELINGS ABOUT SELF/SELF CONCEPT PACKET

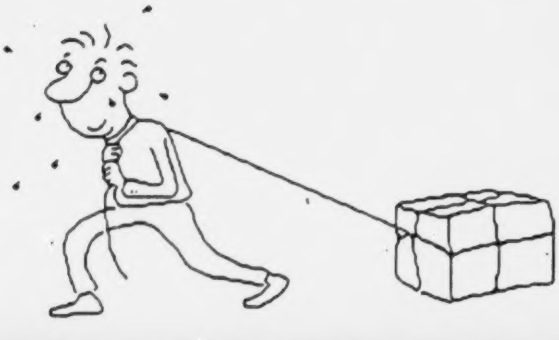
Directions: Read the statements below and react to them in the space provided.

- Call up your truest and most habitual feelings about yourself. It may help to close your eyes for a minute and picture yourself coming into a room, meeting a group of people, and relating to them. Watch and listen to yourself. Watch your typical reaction when a favor is asked of you, when a compliment is paid to you.

1 Do you like or dislike the person you have been watching? Do you feel sorry for yourself? Would you like yourself for a friend?

2 How do you relate to others? Do you seem to be understood or misunderstood by them?

3 Now that you have isolated your feelings about yourself, record your emotional reaction to these feelings. For example, I like myself but feel embarrassed to acknowledge this (or) I dislike myself and it makes me feel very discouraged.



Activity 3 (Continued) Name ______________________________

____

THE FUTURE/SELF CONCEPT PACKET

Directions: Read and complete the following questions dealing with your feelings about your future.

1 Describe your predominant emotional reaction when you think about the future. Are you eager for the future or afraid of the uncertainties? Do you dread the things you see as inevitable?

2 Calculate as best you can where you will be and what you will be doing in five years, in ten years. Is the prospect frightening, boring, dreadful, or delightful? Why?

3 What do you feel about who will decide your future? Do you have a feeling of being in control of your life? Do you anticipate that you will determine your future? Or do you have fatalistic feelings that the "breaks" (good or bad) will largely decide your fate and your future?

Activity 3 (Continued)

Name ____________________

____

GOALS/SELF CONCEPT PACKET

Directions: Read and answer the questions pertaining to your life and goal setting.

1 No life is complete without a reason or motive, something or someone to love and work for. What are your life goals and what is your life task as you see them right now?

2 On your emotional scale what are the five things that are most worth working for in life?

1.

2.

3.

4.

5.

3 Is the time you spend in school something that you feel is important and valuable? Are your activities outside of school more or less important to you than school? How do you feel about this?

Activity 3 (Continued)

Name ______________________________
____

SOURCE OF GREATEST SATISFACTION/SELF CONCEPT PACKET

Directions: Read and respond to the following questions pertaining to satisfaction.

1 Enjoyment is an essential part of the fullness of life. Each person draws his enjoyment from his own special sources: from wondering through a forest, reading a book, clearing his desk, playing a sport or a musical instrument, conversing with a friend, and so on. There is a special reward of peace at the end of a "perfect day" filled with these special sources of satisfaction. Describe your idea of a perfect day and the feelings special to such a day.

2 Is the accomplishment of a task or job more satisfying to you than the accomplishment of a deep sharing with another person? Is your perfect day filled mostly with things, ideas, or persons?

Activity 3 (Continued) Name ______________________________

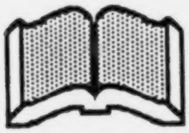
____

TEN STATEMENT AUTOBIOGRAPHY/SELF CONCEPT PACKET

Directions: In the space provided below, determine the most essential things someone would have to know to understand you better.

Many of us are involved in shallow relationships that would be more fulfilling if we only understood each other better. We often get caught up in trivial matters and aren't able to get in touch with or really understand our friends and family members.

If anyone wanted to understand you, what are the ten most essential things he would have to know about you? In these ten statements, please do not include any obvious external facts which are visible to all who know you. Rather they should reveal you under all your costumes and roles. For example, "I have always been afraid of the opposite sex . . . The turning point of my whole life was my mother's death . . ."



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Activity 3 (Continued) Name ______________________________

____

PARENTS/SELF CONCEPT PACKET

Directions: Think about your feelings towards your parents and answer the following questions about your relationship.

1 All of us have a whole range of emotions stored up inside us toward our parents, from tender affection to bitter resentment. However, this is an area in which we have all received carefully supervised psychological programming. Our attitudes have been carefully shaped by our parents and others. Consequently, we tend to edit our feelings toward our mothers and fathers, especially if the parent in question is deceased. Describe your most basic emotional reaction to each of your parents. Remember that negative emotions are no indictment of your parents. It isn't what they said, but only what you heard that has resulted in your feelings.

2 Is/was either of your parents a friend or confidant as well as a parent to you?

3 What feelings were stimulated by the last question and your answer to it?

Activity 3 (Continued)

Name ______________________________

____

FAMILY/SELF CONCEPT PACKET

Directions: Answer the following questions considering the impact your immediate family has had on you and your relationship.

1 Relations with members of our immediate families are critical in our lives. Try to verbalize the most fundamental message you have received from your immediate family about yourself and your relationship with your family. Is it a message of acceptance or mere toleration, affection or disaffection, desire to be closer or more distant, of admiration or disapproval? How do you feel about this message?

2 Now, try to verbalize the most fundamental message you have sent to your family. Was this the message you really wanted to send? Is it the message you should be sending in the future?

Activity 3 (Continued)

Name ______________________________
____

PRIVACY/SELF CONCEPT PACKET

Directions: Read and respond to the following questions dealing with your privacy.

1 Are there areas in your life around which you prefer a fence? When others question you about your whereabouts, activities, and so on, do you feel as though you were being "frisked", invaded, or somehow threatened?

2 Do you feel a psychological claustrophobia - closed in by and over exposed to people? Do you have special techniques to defend your privacy, such as humor, changing the subject, or giving vague and distracting responses?

3 What are your motives for wanting privacy? Is it a learned habit from your family background, guilt feelings, or a fear of vulnerability?

4 Are there ever times when privacy is desirable? If yes, list some of them.

Activity 3 (Continued) Name______________________

____

MESSAGE FROM PARENTS/SELF CONCEPT PACKET

Directions: Read and answer the following questions dealing with the messages you have received from your parents.

Many of our attitudes and emotions were transmitted to us by our parents. Becoming aware of this parental influence helps us gain more control over our lives.

1 What parental messages, recorded in you during childhood, influence your present attitudes and behavior? Give a few examples of parental patterns you are following.

2 What did your parents (and other early influences) tell you about:

a) You and your worth?

b) Other people? Can they be trusted? Are they good? Do you have to be careful?

c) Life? What is life for? Is it to win something? To work hard? To save and be safe?

3 Now listen to your own emotional reaction. Do you feel sympathy, resentment, pity or what towards your parents and others from whom you heard these messages?

Activity 3 (Continued) Name________________________________

____

EXPERIENCES OF HUMILIATION/SELF CONCEPT PACKET

Directions: Read and answer the following questions dealing with humiliation.

1 Sharing experiences of humilation has an unbelievably "opening" effect on people in dialogue. Sharing old hurts and needs somehow removes the veils of our sham and pretended self-sufficiency. It is an eloquent way of saying: "you don't have to be afraid of me. The little kid who stood there alone in the school yard crying is still inside me. I need you." Nothing is more reassuring to the hesitant, fearful person in dialogue. Relate four experiences or incidents in which you felt crushed, hurt or humiliated. Describe in detail the incident itself but especially your feelings at the time.

1

2

3

4

2 Experiencing humiliation at times can be a growth experience. Did you benefit from your experiences? And if so, how?

Activity 3 (Continued)

Name______________________________

THE PAST/SELF CONCEPT PACKET

Directions: Read and complete the following questions dealing with your past.

We all come from different places. Where we've been, what we've experienced, who we've come in contact with are all part of who we are today and who we will be tomorrow. The way we feel about our past affects the way we feel about ourselves and the way we relate to others.

1 How do you feel about your past? Do you live with warm memories? Or, do you fear the past, worrying that it will someday return with all its ghosts and skeletons to haunt you?

2 Does the remembrance of past failures or guilt bother you? Does the fact that your parents are rich, poor, or middle-class - or your ethnic background - stir feeling in you?

3 Do you enjoy or are you reluctant to talk over (share) your past with those who are closest to you? Do you like to resurrect or would you rather bury your past? All things considered, when you think about your past, do you feel privileged or cheated, grateful or resentful?

Activity 4 Name______________________________

____

"MYSELF" COLLAGE

Directions: Use the following directions to develop a personality collage of yourself.

Construct a personality collage of yourself. Include pictures or words from the following ideas:

- Magazines
- Your own doodles or drawings
- Cartoons
- Poems
- Short verses or phrases
- Photographs
- Other items (anything that would express your own self-image)

You may use your imagination and creativity and build it on any of the items listed or something similar.

- Poster board (any size, color, or shape)
- Piece of wood or paneling
- In a notebook
- On or in a box
- Paper bag
- Physical object such as guitar, golf club, fabric scroll, or mobile, etc.

However you choose to construct your collage it needs to answer the following questions:

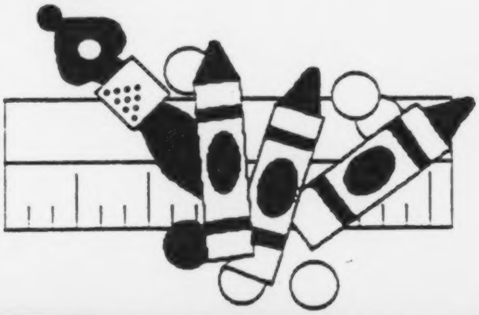
- How do I see myself?
- How do I think others see me?
- How do others see me?
- How would I like to be?

Remember to include qualities such as: Moody, energetic, quiet, concerned, happy, etc. and not just things you like or enjoy doing.

If you are especially talented with poetry, a poem answering all the questions explained on this assignment with key pictures or illustrations could be substitutes for the collage.

The collage will be shared and explained to the class. The purposes of this assignment are:

- To help you identify your feelings about yourself.
- To enhance self-acceptance that comes with opening up to others.
- To learn more about class members and foster an empathy for their feelings.
- To build trust among class members and concern for one another as a human being.



Activity 4 (Continued)

Name______________________________

____

"MYSELF" COLLAGE SCORE SHEET

• ANSWERED ALL FOUR QUESTIONS: * How do I see myself? * How do I think others see me? * How do others see me? * How would I like to be?	_____	_____
• NEAT, NICE ARRANGEMENT	_____	_____
• NICE PRESENTATION - SHARING WITH CLASS	_____	_____
• COLLAGE SHOWS TIME AND EFFORT	_____	_____
• INCLUDES QUALITIES AS WELL AS INTERESTS	_____	_____
TOTAL POSSIBLE	_____	TOTAL _____

**COMMENTS:

Activity 6

Name________________________________
____

SONGS/SELF CONCEPT

I'VE GOT TO BE ME (sung by Sammy Davis Jr.)

Whether I'm right
Or whether I'm wrong
Whether I find a place in this world
Or never belong

I've got to be me
I've got to be me
What else can I be
But what I am

I want to live
Not merely survive
And I won't give up this dream of life
That keeps me alive

I got to be me
I got to be me
That dream that I see
Makes me what I am

That far away prize
A world of success
Is waiting for me
If I need the call

I won't settle down
Won't settle for less
As long as there's a chance
That I can have it all

I'll go it alone
That's how it must be
I can't be right for somebody else
If I'm not right for me

I've got to be free
I've got to be free
Daring to try
To do it or die
I got to be me

Activity 6 (Continued)

Name______________________________
____

SELF GOAL SHEET

Directions: After listening or reading a current song such as "I've Got To Be Me" or "Greatest Love of All" complete the following goal sheet.

- One Concern About Myself That I Have Is . . .

- My Goal is to . . .

- My Plan . . . How . . . When . . . Where . . . Who . . . Help I can get . . .

Reward Punishment

- Put Me Inside My Plan And Do It!

- Evaluate . . . How Am I Doing? Weekly . . . When

Activity 7

Name________________________

____

TOPICS FOR COMMUNICATION OF SELF

Directions: Students should choose various topics to discuss once a week. Sit in a circle and hold a class discussion on each topic.

1. What would you put in a paper sack it that was all you could take with you in order to survive?
2. What would you like to have people remember about you?
3. What is your pet peeve?
4. Indicate the traits or qualities you admire most in the person you admire most.
5. What are the qualities you admire in yourself?
6. Write down a list of adjectives describing yourself.
7. Respond to this: My parents are . . . . I am happy when . . . Going to school is . . .
8. List the things that give you happiness or pleasure. Discuss how often these joyful experiences occur and what, if anything, they cost.
9. Draw a picture of how you feel now.
10. What is your favorite music?
11. What do you like (and dislike) most about your body?
12. What vegetable or fruit do you feel most like? Why?
13. Pass around a mirror. Each person is to look into and tell the group what he thinks his strengths are.
14. Describe a dream that is important to you.
15. Talk a bit about what you like to talk about.
16. The way I feel now is . . .
17. Tell the one thing you like most about yourself.
18. Indicate something important to you that you have learned about yourself.
19. Members of the group, in turn, ask questions about what they want to know about a particular group member. After that person has responded to all the questions, move on around the group until all have been able to respond to questions from the group.
20. What kinds of people do you like and dislike?
21. Write down your personal goals in order of importance to you.
22. Each person takes a piece of modeling clay and molds what he wants to communicate to the group.
23. Tell a person in the group about something that a person has done which helped you.
24. What have you done recently that made you feel good about yourself?

Activity 7 (Continued)

25. Tell something you have learned about yourself in this group.
26. What do you feel that others in the group can do better than you can?
27. Say something new and unique which you would like to say to each person in the group.
28. Draw the occupation you would like to be in.
29. What are your favorite foods?
30. Describe to the group a psychological game you play with yourself.
31. Tell the group about something that has changed your life and indicate how your life was changed.
32. Tell the group about a prank you carried out sometime in your past.
33. If you could no longer be in school and you had the opportunity to convey one message to all students, what would it be?
34. What is the most important thing you want the group to know about you?
35. Ask the group for volunteers to present something to the group. Then ask each group member to focus on the experience of trying to decide whether to volunteer. Imagine that two persons were in your head, arguing about whether you should volunteer. Close your eyes for a couple of minutes and picture this encounter. Then describe the persons in your mind: Who they were, what they looked like, how they sounded, how big they were, what they said, where they were, what they did, and who won.
36. The teacher is to tell about a childhood experience of how he/she was disciplined and what his reaction was then and what his reaction is now. Then each student tells of a disciplinary experience, his reaction at the time and his feelings about the experience now.
37. Each person tells about several of his good qualities.
38. Bring a box full of pictures clipped from old magazines. Each group member is to select a picture he likes and then is to tell the group why he likes it.
39. Write a list of resolutions which you would like to be able to follow in the future.
40. In a minute's time, each person is to write down as many emotions or feelings he can think of. These are to be described to the group.
41. Each group member is to ask a question which he would like to have discussed by the group.
42. Each group member is to describe a feeling he has had in the group which he, as yet, has not expressed.
43. If you could have three wishes, what would they be?
44. Tell about a comical or laughable experience you have had.
45. Tell the thing you most want to say to each person in the group.
46. Prepare a brief skit on a subject important to you. Select group members to act out your skit.
47. Which comic strip characters do you like and dislike? Why?

Activity 7 (Continued)

48. Describe the world you would like to live in.

49. If you were given a million dollars, what would you do with it?

50. How important is fame to you? Why?

51. Tell each group member, one at a time, in what ways you feel similar to that person.

52. Describe how you feel in comparison to other persons.

53. Choose an occupation you like and role-play it as the group plays "What's My Line?" trying to guess the occupation.

54. Read a statement from a newspaper clipping that is important to you.

55. What is the most valuable book you have read?

56. What is the most important thing you have learned this year?

57. Transactional analysis psychologists, such as Eric Berne and Thomas Harris, indicate that we all have three persons in us: 1) a child who has feelings and impulses, 2) a parent who moralizes, and 3) an adult who reflectively thinks things through. Give a statement from each of these "person" within you.

58. Pick a group member that bothers you and have a shoulder-to-shoulder "Rooster-fight" bumping session. Afterwards, express your feelings about what happened to the group, your opponent and yourself.

Activity 8

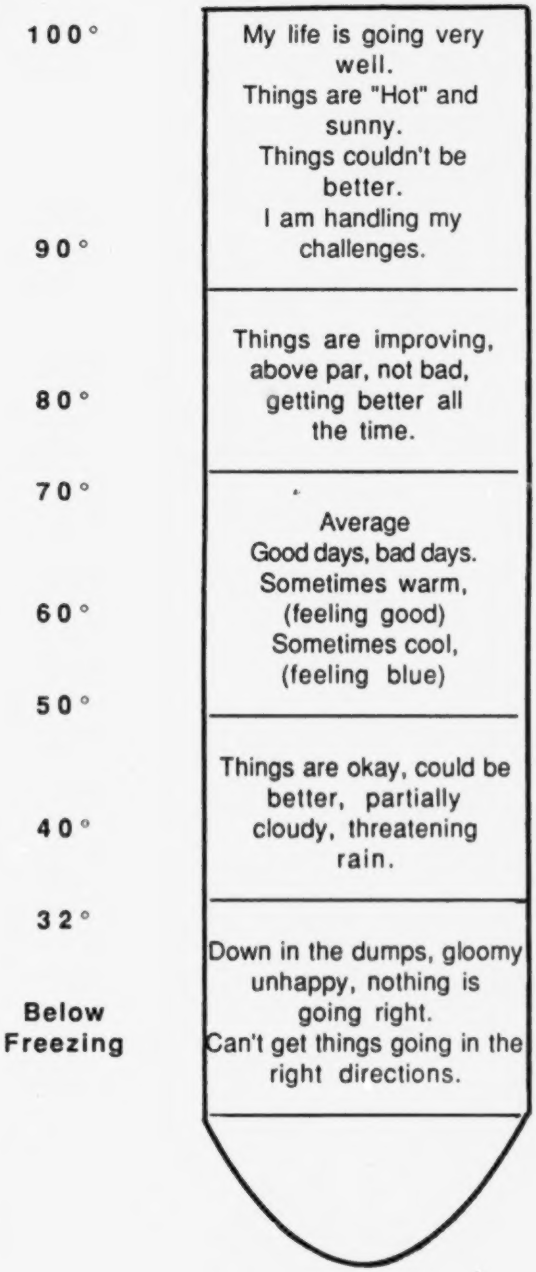
Name______________________________

____

HAPPINESS IS . . .

Directions: Review the degrees of happiness in column on the left and answer the questions dealing with your happiness on the right.

DEGREE OF HAPPINESS TODAY ________________
(date)



My life is going very well.
Things are "Hot" and sunny.
Things couldn't be better.
I am handling my challenges.

Things are improving, above par, not bad, getting better all the time.

Average
Good days, bad days.
Sometimes warm, (feeling good)
Sometimes cool, (feeling blue)

Things are okay, could be better, partially cloudy, threatening rain.

Down in the dumps, gloomy unhappy, nothing is going right.
Can't get things going in the right directions.

Degree of happiness today: ________________

- I'm happiest when I'm"
- Things I'd realistically like to change:
- I struggle with:
- Give me suggestions on how to:

COURSE: Relationships

UNIT: Individual

TOPIC: Self-Concept

LESSON: Goals and Values

PROCESS SKILLS: The student will:

1. Examine goals and values in understanding self.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

V 1. Use the information sheet, "What Are Your Values?" and "Goals," to introduce the idea of values and goals. Discuss what values are, how our value system is developed, how values affect our decisions, and how conflicts in value systems affect a relationship. To discuss goals, ask students to respond to the following questions: What are goals?, What are some of their possible goals? and, How do goals affect our decision making?

R/W/CT 2. Have students take the "Values Appraisal Test" and complete the score sheet. The most important value should score the highest number of points. Discuss what the students found their values to be and, by identifying them, how they can understand themselves better. In family groups or individually, have students complete a written report including answers to the questions on "My Values."

M/V/CT 3. Handout "Values Auction" and have students budget their $1,000.00. With the teacher acting as auctioneer, the values are sold to the highest bidder. When finished, discuss with students how they felt about the activity.
- Did they get what they wanted?
- Were they willing to bid more money than they budgeted on a value if it was very important to them?
- Did they get carried away and buy values they hadn't budgeted for?
- Did they run out of money?
- Would they be willing to put all their money on one value?

W/V/CT 4. Do "Value Conflicts" activity. After completing, have discussion about what types of situations result in value conflicts and what some possible solutions may be.

R/W/CT 5. Read, complete, and discuss "Values in Conflict-Case Studies."

W/V 6. Have students interview their parent(s) by using the "Goals Over a Lifetime" worksheet. Students should then discuss their feelings about what they found out about their parents. It may be interesting to have the students complete the worksheet first, then interview their parents and compare answers. To conclude, have students discuss in groups how their goals are similar/different over a lifetime.

W/V 7. Have the students interview someone they think is a successful person and complete a written report on that person following the directions outlined on "Accomplishing Success Interview" worksheet. Have students report what they found to the class. There are guidelines included for evaluation purposes.

R/W/V 8. Hand out "My Goals." Have students complete. Have each student pair with a partner and exchange lists. Have students evaluate someone else's goals on the worksheet provided. Discuss outcomes.

W/V/CT 9. Use "Walk in the Forest" to assess factors affecting personal self-concept and examine goals and values in the understanding of self. Lead students through exercise, process and interpret their answers, then have students write about their experience using the directions included. (*Note: this activity has some religious connotations - may not be appropriate for every situation.)

INFORMATION SHEET
VALUES

Values are the things that have meaning or significance to us. They are the things that we feel have worth or are desireable and important. They are what we believe in, what we feel good about. Values give us direction in our lives and help us make choices.

Values are formed by our relationships and experiences with the world around us. For example, our family, friends, community, culture, spiritual, or religious background all contribute to forming our values.

Values influence the way we think about things and the way we respond to people, situations, and events. They influence our attitudes and choices about things like work, school, relationships, culture, money, war and peace, rules and authority, politics, and religion.

Values guide you in decisions you make. Choices about occupations should be based on values and abilities. The more you know about what you believe in, the better able you will be to make sound decisions.

YOUR VALUES ARE A PART OF YOU

Values are an important part of your personality and identify who you are. Being aware of your values will teach you more about yourself and how you think about things. The more we know about our values, the more our decisions will "fit" - you are more likely to be happy with the choices you make.

Values can change over time. As you get older and have new experiences, other things will become important to you. You can change your values as these new experiences change you. This is part of your personal growth. Some values will stay the same as you take on new ones.

Sometimes our values are unclear to us. Identifying them will help guide important decisions. We can identify values only from patterns of behavior, not from one incident.

Values are intangible. We cannot see them, or measure them. Yet, our values are the determining factors in the decisions that we make daily, and ultimately in the quality of life. A sense of values will have to do with our goals in life, long-term and short-term, and the ways we work toward them.

Sometimes we have trouble making choices or decisions because we don't really know what we believe, or because we have not made specific, reasonable plans for reaching our goals. Working to determine values and goals helps us accomplish our life plans – values to live with and to work with.

Source: Life Skills Workbook: A Guide to Personal Growth by F.A. Linder. Copyright ©, 1987, p. 59. School of Education, University of Wisconsin.

Information Sheet (Continued)

GOALS

A GOAL IS:

something a person intends to get, achieve, do, reach, accomplish sometime in the near or distant future.

A GOAL IS:

like a signpost that YOU have placed on the road of your life. It tells you where you want to go. Be sure it's pointing where you want it to point.

A GOAL IS:

different from a wish. **Goals** should be possible, while **wishes** can be impossible. YOU make goals come true, while wishes may just happen to come true.

GOALS NEED TO BE SPECIFIC

"I want to be happy" is too vague. Break this goal down into more specific goals. What would you need to do to be happy?

SOME POSSIBLE GOALS ARE:

- to be a lawyer
- to have children
- to get a driver's license
- to be in love
- to have a boy/girl friend
- to be a dental technician
- to get married
- to own a farm
- to pass a test
- to go to college
- to go to a dance
- to run a store
- to travel
- to improve at golf
- to earn $10.00 this week
- to learn about computers
- to own a car
- to lose weight

WHEN YOU KNOW WHAT YOUR GOALS ARE, YOUR CHOICES IN MAKING DECISIONS ARE OFTEN CLEARER.

A goal points the way. It is my way. I have chosen it. Is it what I want? Will I follow it? I will try.

Activity 1

Name ______________________________

____

VALUES APPRAISAL SCALE

Directions: This scale provides a brief, simple means of appraising your values. You will read 100 statements indicative of 10 defined values.

- If a statement is definitely true (D T), circle the 10.
- If a statement is mostly true (M T), circle the 7.
- If you are undecided (U) whether a statement is true or false, circle the 5.
- If a statement is mostly false (M F), circle the 3.
- If a statement is definitely false (D F), circle the 0.

	DT	MT	U	MF	DF
1. I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2. I will regularly take my children to church services	10	7	5	3	0
3. I enjoy attending musical concerts.	10	7	5	3	0
4. It is important to me to have a lot of friends.	10	7	5	3	0
5. I donate to charities that I feel are worthwhile.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8. I would rather spend an evening at home with my family than go out with friends.	10	7	5	3	0
9. I enjoy making decisions which involve other people	10	7	5	3	0
10. If I had the talent, I would like to write songs.	10	7	5	3	0
11. I have a close relationship with either my mother or father.	10	7	5	3	0
12. I have taught a Sunday school class or otherwise taken an active part in my church.	10	7	5	3	0
13. I am willing to spend time helping another student who is having difficulty with his studies.	10	7	5	3	0
14. Even at the same salary, I would rather be boss than just another worker.	10	7	5	3	0
15. I have a special appreciation for beautiful things.	10	7	5	3	0

Activity 2 (Continued)

	DT	MT	U	MF	DF
16. If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17. I would like to counsel people and help them with their problems.	10	7	5	3	0
18. I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19. I have a regular dental checkup at least once a year.	10	7	5	3	0
20. I enjoy writing short stories.	10	7	5	3	0
21. I would rather spend a summer working to earn money than to go on a paid vacation.	10	7	5	3	0
22. I like to attend parties.	10	7	5	3	0
23. I believe in a God who answers prayers.	10	7	5	3	0
24. I think it would be fun to write a play for television.	10	7	5	3	0
25. I prefer being an officer rather than just a club member.	10	7	5	3	0
26. I would spend my last $100 for needed dental work rather than for a week's vacation to a resort.	10	7	5	3	0
27. I enjoy giving presents to members of my family.	10	7	5	3	0
28. If I were a teacher, I would rather teach poetry than mathematics.	10	7	5	3	0
29. I often daydream about things that I would like to have if I had the money.	10	7	5	3	0
30. I enjoy giving parties.	10	7	5	3	0
31. I am willing to write letters for old or sick people.	10	7	5	3	0
32. It would be very satisfying to act in movies or television.	10	7	5	3	0
33. When I am ill, I usually see or call a doctor.	10	7	5	3	0
34. I believe that tithing (giving 1/10th of one's earning to the church) is one's duty to God.	10	7	5	3	0

Activity 2 (Continued)

		DT	MT	U	MF	DF
35.	I enjoy taking part in the discussion at the family dinner table.	10	7	5	3	0
36.	I enjoy visiting art museums.	10	7	5	3	0
37.	I like to write poetry.	10	7	5	3	0
38.	I like to be around other people most of the time.	10	7	5	3	0
39.	When with a friend, I like to be the one who decides what we will do, where we will go.	10	7	5	3	0
40.	Someday I would like to live in a large, expensive home.	10	7	5	3	0
41.	I pray to God about my problems.	10	7	5	3	0
42.	If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43.	I like to spend holidays with my family.	10	7	5	3	0
44.	I like to see my name in print (newspapers).	10	7	5	3	0
45.	I would rather take a class in freehand drawing than a class in mathematics.	10	7	5	3	0
46.	I do not like to spend an entire evening alone.	10	7	5	3	0
47.	If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48.	I have expensive tastes.	10	7	5	3	0
49.	I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50.	If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51.	I have several very close friends.	10	7	5	3	0
52.	I expect to provide music lessons for my children.	10	7	5	3	0
53.	It is important that grace be said before meals.	10	7	5	3	0

Activity 2 (Continued)

		DT	MT	U	MF	DF
54.	I sometimes miss sleep to visit with late company.	10	7	5	3	0
55.	I usually get at least 8 hours sleep each night.	10	7	5	3	0
56.	I like to design things.	10	7	5	3	0
57.	I would like to be looked up to for my accomplishments.	10	7	5	3	0
58.	I would feel a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59.	I care what my parents think about the things I do.	10	7	5	3	0
60.	I daydream about making a lot of money.	10	7	5	3	0
61.	I like to be the chairman at meetings.	10	7	5	3	0
62.	It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63.	I believe there is a life after death.	10	7	5	3	0
64.	I would welcome a person of another race as a neighbor.	10	7	5	3	0
65.	If I were in the television field, I would rather be an actor than a script writer.	10	7	5	3	0
66.	I enjoy decorating my room at home.	10	7	5	3	0
67.	I enjoy a picnic with my family.	10	7	5	3	0
68.	As an adult, I want to earn a much higher salary than the average worker.	10	7	5	3	0
69.	I am careful to eat a balance diet each day.	10	7	5	3	0
70.	I often influence other students concerning the classes in which they enroll.	10	7	5	3	0
71.	I would like to be written up in Who's Who.	10	7	5	3	0
72.	I read the Bible or other religious writing regularly.	10	7	5	3	0
73.	If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0

Activity 2 (Continued)

		DF	MT	U	MF	DF
74.	I look forward to an evening out with a group of friends.	10	7	5	3	0
75.	When I am with a group of people, I like to be the one "in charge."	10	7	5	3	0
76.	I dislike being financially dependant on others.	10	7	5	3	0
77.	When a friend is in trouble, I feel I must comfort him.	10	7	5	3	0
78.	I love my parents.	10	7	5	3	0
79.	I never skip meals.	10	7	5	3	0
80.	I have a collection of phonograph records.	10	7	5	3	0
81.	I have a particular friend with whom I discuss my personal problems.	10	7	5	3	0
82.	I believe that God created man in his own image.	10	7	5	3	0
83.	I enjoy buying clothes for members of my family.	10	7	5	3	0
84.	I enjoy having people recognize me wherever I may be.	10	7	5	3	0
85.	I like planning activities for others.	10	7	5	3	0
86.	I do not smoke.	10	7	5	3	0
87.	I feel good when I do things which help others.	10	7	5	3	0
88.	Someday, I would like to write a novel.	10	7	5	3	0
89.	I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90.	I belong to several clubs and organizations.	10	7	5	3	0
91.	If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92.	I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93.	I often organize group activities.	10	7	5	3	0

Activity 2 (Continued)

		DT	MT	U	MF	DF
94.	When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0
95.	I respect my mother and father.	10	7	5	3	0
96.	I like to design or make things that have not been made before.	10	7	5	3	0
97.	Some of the hobbies I would like to engage in are quite expensive.	10	7	5	3	0
98.	I enjoy classical music.	10	7	5	3	0
99.	I would never use potentially harmful drugs because of what it might do to my body.	10	7	5	3	0
100.	I am kind to animals.	10	7	5	3	0

SCORING YOUR VALUES APPRAISAL SCALE

Directions: For each of the ten values listed below, record the number you circled for each of the corresponding questions in the space provided. Total the amount and record it at the bottom of each column to indicate what areas of highest value.

FAME	MONEY	POWER	RELIGION	HUMANISM
6 ______	7 ______	9 ______	2 ______	5 ______
16 ______	21 ______	14 ______	12 ______	13 ______
18 ______	29 ______	25 ______	23 ______	17 ______
32 ______	40 ______	39 ______	34 ______	31 ______
44 ______	48 ______	47 ______	41 ______	42 ______
57 ______	60 ______	61 ______	53 ______	58 ______
65 ______	68 ______	70 ______	63 ______	64 ______
71 ______	76 ______	75 ______	72 ______	77 ______
84 ______	89 ______	85 ______	82 ______	87 ______
92 ______	97 ______	98 ______	91 ______	100 ______
Ttl. ______	Ttl. ______	Ttl. ______	Ttl. ______	Ttl.

Activity 2 (Continued)

FAMILY	HEALTH	AESTHETIC	CREATIVE	SOCIAL
8 ______	1 ______	3 ______	10 ______	4 ______
11 ______	19 ______	15 ______	20 ______	22 ______
27 ______	26 ______	28 ______	24 ______	30 ______
35 ______	33 ______	36 ______	37 ______	38 ______
43 ______	50 ______	49 ______	45 ______	46 ______
59 ______	55 ______	52 ______	56 ______	51 ______
67 ______	69 ______	66 ______	62 ______	54 ______
78 ______	79 ______	80 ______	73 ______	74 ______
83 ______	86 ______	94 ______	88 ______	81 ______
95 ______	99 ______	98 ______	96 ______	90 ______
Ttl. ______	Ttl. ______	Ttl. ______	Ttl. ______	Ttl. ______

1. List your values from highest to lowest.

2. In groups, or in a written report, discuss whether your values were valid for you. Would you make any changes in the order? Were you surprised at anything? How can/will your value system affect relationships?

Activity 3

Name ______________________________

____

VALUES AUCTION

Directions: Decide which values you will bid on with your $1000.00 dollars. Write it in the space labeled amount budgeted. During the auction, record the highest amount you bid and the top bid (the bid that received the value). Be prepared to discuss the outcome upon completion.

	Amount I budgeted	Highest Am't bid	Top Bid
1. A COMFORTABLE LIFE (a prosperous life)			
2. EQUALITY (brotherhood, equal opportunity)			
3. AN EXCITING LIFE (stimulating, active life)			
4. FAMILY SECURITY (taking care of loved ones)			
5. FREEDOM (independence, free choice)			
6. HAPPINESS (contentedness)			
7. INNER HARMONY (no inner conflict)			
8. MATURE LOVE (sexual/spiritual intimacy)			
9. NATIONAL SECURITY (protection from attack)			
10. PLEASURE (an enjoyable, leisurely life)			
11. SALVATION (deliverance from sin/eternal life)			
12. SELF RESPECT (self-esteem, feeling good)			
13. SENSE OF ACCOMPLISHMENT (a contribution)			
14. SOCIAL RECOGNITION (respect, prestige)			
15. TRUE FRIENDSHIP (close companionship)			
16. WISDOM (mature understanding of life)			
17. WORLD AT PEACE (freedom from war/conflict)			
18. WORLD OF BEAUTY (beauty of nature and art)			

Activity 4

Name ______________________________
____

VALUE CONFLICTS

Directions: In the three blanks provided, place three of your values. Read the situations and determine which, if any, of your three values would be effected. Explain what effect the situation has/had on your values.

VALUES

______________________ ______________________ ______________________

Situation 1:
I let my friend drive my car to work, and later I saw him/her doing 40 M.P.H. in a 20 M.P.H. zone.

Situation 2:
I was having lunch at my girl friend's home. Her mother removed a head of lettuce from the grocery bag and, without washing the lettuce, cut off wedges for our salad.

Situation 3:
My brother told me he had taken a set of wrenches from a hardware store.

Situation 4:
Before her company arrived, Mrs. Martin had worked so hard cleaning her house that she became ill.

Situation 5:
Joe got a parking ticket but did not pay it. He threw it away instead.

Discussion:

- Which situations resulted in value conflicts?

- What are some possible solutions?

Source: Adapted from: Valuing process. Consumer Education Curriculum Modules: A Spiral Process Approach by P. Murphy. 1974, pp. 74-75, 117. North Dakota State University.

Activity 5

Name ______________________________

____

VALUES IN CONFLICT
CASE STUDIES

Directions: Read the case studies and complete the questions after each. Be prepared to discuss in class.

Toward the end of a semester English course, Jill's teacher asked the students for a frank evaluation of his teaching techniques during the course. Since Jill was generally unaware of the course requirements and teacher expectations, she feels that the teacher was poorly organized. She has a borderline B with the chance of making an A if she improves her overall grade on the final examination. What should she say?

Values in conflict: ____

How would your response change if you knew

- This was the teacher's first year to teach?
- Jill seldom paid attention in class?
- Final grades had already been posted?

Stephanie is very excited to have been selected for membership into an exclusive high school club. After joining, she discovers that they systematically refuse to extend invitations to less well-to-do friends on the grounds that "membership dues would work a hardship on these prospective members." What should she do?

Values in conflict: ____

How would your response change if you knew:

- Stephanie's best friend had been refused an invitation?
- Stephanie's mother was a charter member of the club and encouraged her to join?

Activity 5 (Continued)

A young man receives for Christmas a poorly made, hand-knitted sweater from his mother-in-law. A few weeks later, she asks him if he has worn the sweater. What should he say?

Values in conflict: ____

How would your response change if you knew:

- The mother-in-law had arthritis?
- She had never liked her son-in-law?

Tom wants very much to become an architect. To help him achieve his goal, he has a part-time job with a local, prestigious construction company. He is saving money for college and getting invaluable experience. Currently, he is working at the construction site of a large, multi-storied office building. He has begun to suspect that the materials used in the construction do not meet safety or fire restrictions. If something is not done, many people may be in danger when the building is completed. What should he do?

Values in conflict: ____

How would your response change if you knew:

- The company directors were unaware of the use of inferior materials?
- Tom's father was one of the building inspectors?

VALUE CONFLICT:

A dilemma that occurs when an individual or group values two things equally but can have only one. Value conflicts happen when two or more things we believe will make life better do not fit together.

Source: Life Management Skills Curriculum, Motivation for Management by B.L. Dixon, (1984) pp. 18-19. University of West Florida.

Activity 6

Name ____________________
____

GOALS OVER A LIFETIME

Directions: Interview your parents using this worksheet. Consider how your parents goals have influenced their lives. Be prepared to discuss findings with your parents and in class.

- Say to your parents: "Please list the goals you may have in your life at the following intervals." Topics might include: career, marriage, children, retirement, education, etc.

In:

1 week

6 months

1 year

5 years

10 years

Lifetime

After completing this please discuss these goals with your student.

Parents signature: ____________________

Activity 7

Name ______________________________

____

ACCOMPLISHING SUCCESS INTERVIEW

Directions: You are to interview someone you think is a successful person. It could be a parent, grandparent, neighbor, friend's parent, teacher, etc. Complete a autobiography about that person following the directions below.

SUCCESS should include overall life success, i.e., career, family, personal happiness, they seem to have made good decisions in their overall life.

- Select someone you feel is successful. (Define success as you see it.)

- Research that person's background through the following:
  A. Arrange an interview with the person after approval from your teacher.
  B. Complete an autobiographical book report only after exploring all possibilities and discussing this extensively with your teacher.

- Content must include:
  A. Introduction - a brief explanation of the person, birth/death dates, where born, and what accomplishments this person has done to be successful, in your opinion.
  B. Background of the person - beginning as a child what were later accomplishments and experiences that lead to his/her successes over the years. Remember the following:
  A successful person:
    - Takes risks
    - Plans to experience failure
    - Tries new things
    - Sets goals - realistic and challenging
    - Enthusiastic attitude - keeps on trying
    - Sought continued training, assistance, education, learned from others
    - Sense of humor - especially when things weren't going well
    - Increased/expanded skills
    - Became successful with continued small experiences
    - Chose to be successful
    - Took advantage of opportunities.

  C. Conclusions: - What was the reason you think this person succeeded?
  - What have you personally learned about accomplishing success by researching this person?
  - How can you apply this person's secret of success to you?
  - How did this person's goals and values shape their life?

  D. Oral report from the written paper must be presented to the class.
  - report will be graded on: rough draft, paper in on time, content complete (introduction, factors of a successful person, conclusions), spelling (no typing errors/scratch outs, any paper with more than 3 spelling errors will have to be redone within 24 hours), typed or written in ink (if typed, double spaced with proper margins), bibliography, neatness, oral presentation.

Activity 8

Name ______________________________

____

MY GOALS

Directions: Write down at least 10 of your personal goals. Put an "L" in front of the long-range goals on your list and an "S" in front of the short-range goals. Some goals may be both long (L) and short (S) range goals. SOME SHORT-RANGE GOALS SHOULD HELP ATTAIN LONG-RANGE GOALS. Add goals to your list until you have at least 5 long-range and at least 5 short-range goals.

L or S		GOALS	L or S		GOALS
________	1.	____________________ ____________________	________	9.	____________________ ____________________
________	2.	____________________ ____________________	________	10.	____________________ ____________________
________	3.	____________________ ____________________	________	11.	____________________ ____________________
________	4.	____________________ ____________________	________	12.	____________________ ____________________
________	5.	____________________ ____________________	________	13.	____________________ ____________________
________	6.	____________________ ____________________	________	14.	____________________ ____________________
________	7.	____________________ ____________________	________	15.	____________________ ____________________
________	8.	____________________ ____________________	________	16.	____________________ ____________________

Source: Decision for Independent Living, 1989. North Dakota State University.

Activity 8 (Continued) Name ______________________

____

EVALUATING SOMEONE ELSE'S GOALS

Directions: Exchange your goal sheet with a partner. Use the following questions to evaluate your partners goals.

- Read the goals. Are they all really goals? If not, place an 'X' next to them and tell your partner why you don't think they are goals.

- Do you agree with your partner's labeling of goals as L or S?

- Where are your goals different because your values differ?

- Are there at least 5 long-term and 5 short-term goals?

- Are most of the important types of long-range goals included?
  1) career (job, marriage, parenting)
  2) a relationship (marriage, best friend, communal life)
  3) training or education (vocational school, on the job training, college, armed services)
  4) choosing a place to live (near home, in some far-off exciting place, in a city)

- Do you think any of the goals are highly unlikely (for example: "winning a million dollars in the sweepstakes")? If so, tell your partner your opinion. Your partner may wish to revise the list if she/he agrees that impossible goals have been included.

- What is the connection between goals and decisions?

Source: Decisions for Independent Living, 1989. North Dakota State University.

Activity 9

WALK IN THE FOREST

- Ask students to take out a clean piece of paper and something to write with. Explain they will be handing this in later as part of an assignment, they do not need to write complete sentences but should try to be as clear, meaningful and legible as they can.
- Read through the items in the Walk in the Forest and give students time to write their responses. Remember this is their walk and their forest!
- Help students process and interpret their answers.
- Hand out assignment sheet and ask students to complete for next class period.
- Next class period lead a discussion with students on what they found out about themselves--their values and goals.

READ THE FOLLOWING ITEMS TO THE STUDENTS:

1. You are in a forest, describe what you see.
2. How far do you go into the forest?
3. Describe the lighting.
4. Is there a path? If so describe it.
5. You find a key, describe it.
6. What do you do with it?
7. You see a cup and saucer, describe them.
8. What is their position?
9. What is surrounding them?
10. You see a dwelling, describe it.
11. Do you go in?
12. Does anyone live there?
13. You see a lake, describe it.
14. What do you do?
15. You see a bear, what do you do?
16. You come to a wall, you can't see through it, over it, around it, what is on the other side?

FOLLOW-UP QUESTIONS FOR ANALYSIS AND INTERPRETATION

1. Can I tell anything about you by reading your walk in the forest? Neat writing, organized, creative, attitudes, expressive, open, closed?

2. Does anyone know what we just did? Took a psychological test? This is a subjective way of looking at some of your beliefs and aspects of your life.

3. Each of the items in the walk symbolized something:
   Items 1-4 What does your forest symbolize? Your life. How does your forest relate to your life?
   Items 5-6 The key symbolizes self-concept as it opens valuable doors.

Activity 9 (Continued)

Items 7-9 Cup and saucer symbolizes home and family.
Items 10-12 Dwelling or place for protection and refuge symbolizes God or the power beyond self.
Items 13-14 Lake symbolizes sexual expression - they have some of the same qualities.
Item 15 The bear symbolizes facing reality and the unexpected.
Item 16 The wall symbolizes after life or after death.

After the students have completed their responses, discuss the meaning of them, and assist them in interpreting them. After telling which questions symbolized attitude and approach to life, help students to interpret what their answers might mean and help them to see if there is a real correlation between their "forest" answers and their attitude toward each of the areas symbolized. Have the students complete the questions on the "Walk in the Forest Analysis." Have them hand in the following:

1. The "walk" completed in class.

2. Analysis: include your interpretation of each area:
   a. attitude and belief about life
   b. attitude concerning self-concept
   c. relationship with parents and family
   d. beliefs concerning power, God, or whatever you wish to call it
   e. attitudes towards sexual expression
   f. resourcefulness/facing reality
   g. attitude and belief concerning the after life

3. Give a statement which says something about the way you view your life - your personal philosophy.

4. Give three values that are important to your everyday life.

5. Give three goals you have for this semester.

Activity 9 (Continued)

Name ______________________________

____

WALK IN THE FOREST

Directions: Use the following questions to interpret your "walk."

1. Is there a variety of colors, textures?
2. Are you deep in the forest or on the outskirts. How does this rate to your involvement in life? Are you afraid to become involved, lost, adventuresome? Are you a cautious person or a risk seeker?
3. Is there a variety of lighting? Some shadows, some sunlight, excitement? Are you afraid to try anything new or challenging. Do you have to have everything right? Are you afraid of the unknown?
4. The path relates to the direction of your life. Are you breaking your own way, can you see where you have been and where you are going? Is it a new path, or a well used path? Is it winding or straight? How do you see you future?
5. The key is symbolic of your self-concept. Is it shiny, rusty, ornate, simple. How does your description of the key relate to your self-concept?
6. What do you do with it? How valuable is your concept and how do you treat yourself?
7. The cup and saucer is symbolic of the home and family. Is it old, broken, ornate, pottery, tin? How does your answer relate with your attitude toward your home?
8. Is it in an unusual position, inverted, apart? How do you see your family?
9. How is your family seen in society and the community? Beautiful or ugly?
10. How do you see God or that power beyond yourself? Is it large, small, ornate, broken down, valuable, comfortable?
11. Are you afraid to go in? Do you stand back, unsure? Do you feel an openness, a oneness?
12. Is the power of God real to you?
13. The lake represents your attitudes, toward sexual expression. Is it beautiful, large, fresh, clear - yucky, dirty, murky?
14. How do you feel about sexual expression? Do you jump right in? Dabble with your toes, throw rocks?
15. How do you handle conflict - change - challenge?
16. The wall represents death, what is beyond it represents the afterlife. Is it nothing, beautiful, peaceful, more forest, a city?

COURSE: Relationships

UNIT: Individual

TOPIC: Understanding Self

LESSON: Who Am I?

PROCESS SKILLS: The student will:

1. Examine self in relation to environment.

SUGGESTED LEARNING ACTIVITIES:

W/V 1. Using the handout "Doodles" instruct students to draw pictures in the boxes using the lines provided. They should draw the first thing that comes to their mind. They are not to be influenced to draw the same thing as someone else. You may want to assign this as a homework assignment to avoid the problem. When finished, go over the key with students and discuss what the pictures might tell about them. Have students discuss how valid they thought the analysis was; what was on the mark, what was off the wall and what they learned about "themselves."

W/V/CT 2. Pass out shields (can use the copy provided or trace on transparency sheets for each student). Teacher should complete a shield of their own to introduce how the activity should be done. Have students complete the activity using pictures or written responses to answer the four statements (more statements/boxes can be added). When the students are finished have them pair up and interpret to their partner or have them share their shield with the class. Bring class together and discuss; What can we learn about ourselves and each other from this experience?, What does the shield say about knowing self, sharing self, being cooperative, sharing goals, background? Conclusion: When you know yourself - you are able to understand and accept others.

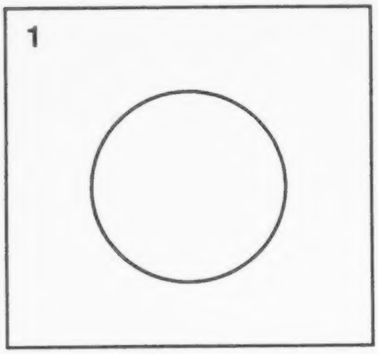
Activity 1

Name ______________________________
____

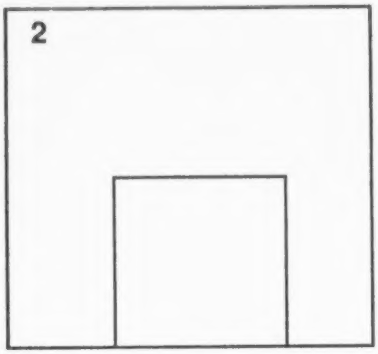
DOODLES

Directions: Using the given lines in each square, draw a simple picture.

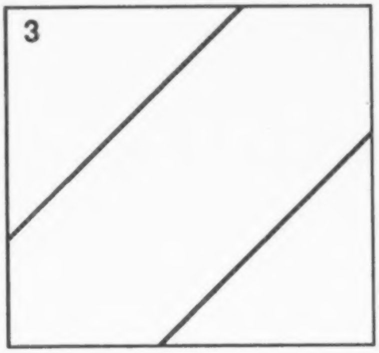
1



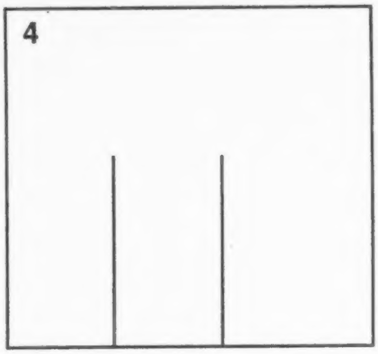
2



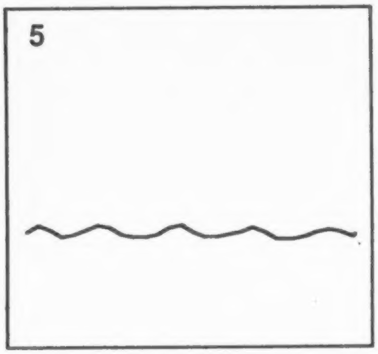
3



4

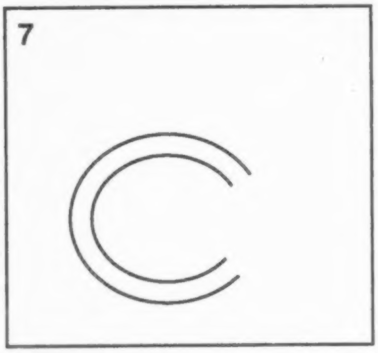


5

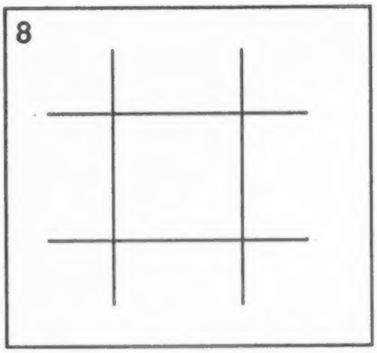


6

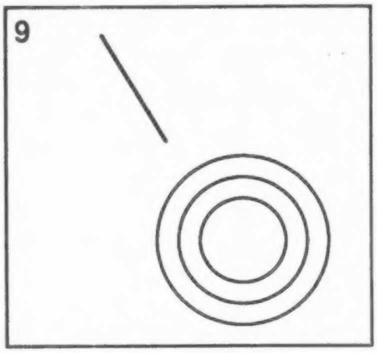
7



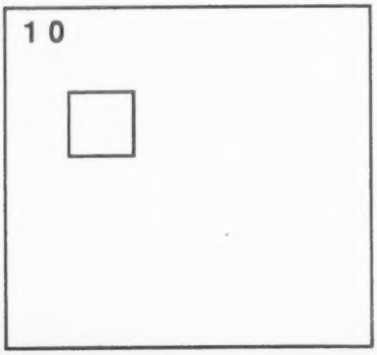
8



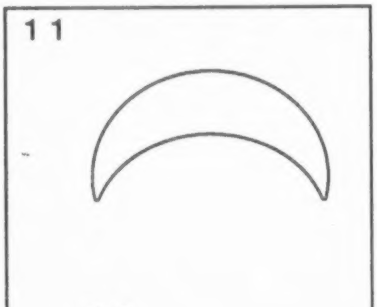
9



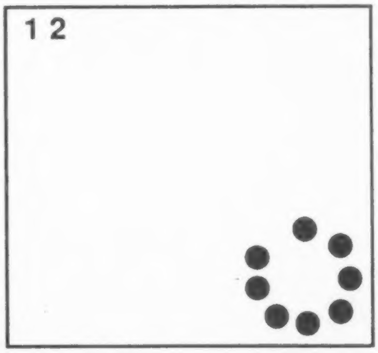
10



11



12



Activity 1 (Continued)

Self Image In this square you have drawn your self-image. If you drew a cute or comic figure of face, it shows good nature, a sense of humor, diplomacy.

- A grotesque or ugly figure shows you have difficulty in establishing close relationships.
- A sun indicates a strong, dominant, self-confident personality.
- A flower is feminine. You like pleasant surroundings and take pride in your appearance.
- If you make a very regular, balanced design, you're always wondering whether you left the water running in the kitchen or whether you forgot to lock the front door. You're compulsive.
- An eye means you're proud, suspicious, and attempt to control you life and your relationships.
- Anything else - you'll have to figure it out yourself. (Do you think of yourself as a balloon, a bomb?)

Home The home symbol. If you draw something inside the box, your interests lie within the home. If you draw outside the box, your interests are not within the home.

- Unmarried persons may make home symbols (fireplace, house, window) and put something in the box indicating their idea of home (fishing pole, champagne glass).
- If you draw both inside and outside the box, you're ambivalent (which is pretty normal).
- If you make this box into a grotesque face, it shows a fear of home and /or marriage.

Friendship Most people will make a number of separate and often distinct shapes in this square. Many shapes indicate many friends.

- Shapes within the two lines indicate close friends within an in-group (family, social clique, office, school).
- Shapes outside the two lines indicate acquaintances, casual friends. Are there similar shapes? Are they connected?
- A single line suggest you're reserved, self-centered.
- A coffin or box means you're basically lonely and tend to be moody.
- Women who make parallel lines within the form have mostly male friends and are romantic (naturally).
- Men who make circular shapes have mostly female friends.
- Crossketching or X's inside the lines indicates a person who is interested only in close, lasting friendships. These people have no time for casual relationships.

Activity 1 (Continued)

Sexual Attitude Attitude toward sex. If you use this symbol as a solid shape (building, barber pole, animal's neck), it shows a wholesome, uninhibited attitude toward sex.

- If you make the space between the two lines blank, and obscure the symbol, it shows you're modest, shy, and generally nervous about the whole miserable business (and who can blame you).
- A tree indicates an identification of sex with marriage, home and children.
- Fruit on the tree, of course, indicates a positive liking and desire for children.
- If a person draws a rocket ship - watch out!

Confidence If you draw above the center line you are adjusted to your environment and feel secure. A ship is common.

- If you draw below the line, it shows the opposite (what else).
- If you draw both above and below the line - which part of the drawing is the most significant or important?
- If you draw a person drowning, you worry about the future.
- If you make a chain or pattern out of the center line, you are hard-working, conscientious, and seldom make a mistake.

Main Interest What you draw in this blank square is your main interest. You will probably have to analyze this yourself. If you draw a person of the same sex as yourself, it shows your main interest is you. Why not?

- Landscape or still life show artistic ability.
- If you leave this square blank, you should take up a hobby, such as smoking or oboe playing.

Maturity If you close these circles, you have a desire to be protected and need parental approval (depending upon how tightly you closed them). You are still influenced by what you were taught as a child.

- If you don't close the circles, you are independent, and your ambitions and hopes project into the future.
- If you make an ear, you have a secret.
- If you make a cup, you have a loving, maternal (or paternal) disposition.

Activity 1 (Continued)

Competition If you play tic-tac-toe in this square, you are competitive.

- If you make a winning game, you are a winner, or at least aggressive.
- If you make a winning game by cheating, you're tricky - and probably rich.
- Men usually win with X's, women with circles.
- If you obscure the symbol and don't play tic-tac-toe, you're passive, noncompetitive.
- Women will often make a box or home symbol here, showing wifely qualities.
- Some people will play the game with their own symbols (not X's or circles). These people are aggressive individualists who secretly wish to conform.

Aspirations An arrow headed directly for the target shows a high level of aspiration, an ability to work toward a specific goal.

- If you make other lines (or arrows) pointing to the target, you're ambitious but faced with a choice of goals.
- If you obscure the arrow-and-target symbol by turning it into something else (bird, wagon, lollipop), you are undirected, rebellious, and probably make very good grades in school.

Discipline If you accept this symbol and make a squarish, geometric picture or design duplicating the square, you are able to accept discipline and work with other people within an organization.

- If you fight the black square and make a curved, irregular design or picture, you're iconoclastic, stubborn, an aggressive non-conformist, and either a trouble maker or a potential genius (or both).
- If you make a square and some round shapes you're confused and should start a new romance, buy a new car, or change apartments (or something like this).

Social Acceptability If you go along with the symbol and duplicate its circular shape (moon, round face) it shows your ability to get along with various types of people socially. You have good manners and always get invited back.

- If you fight the symbol and make ugly or squarish shapes or forms, you don't mix well at parties and smoke or drink or bite your fingernails too much. You are possessive in boy-girl relationships.

Imagination The dots in this square are a challenge to many people If you use the dots as part of a specific

Activity 1 (Continued)

picture or design (bird seed, rabbit tail, ants), it shows you are imaginative.

- If you obscure the dots by drawing a solid circle around or through them, you're practical, pragmatic, and logical.
- If you draw nothing in this square, you are unimaginative and will lend people money.

NOTES PERTAINING TO ALL 12 SQUARES TAKEN AS A WHOLE:

- Are there many (or any) human figures in the 12 squares? A person who draws people identifies with people, makes friends and enemies, is social.
- Occasionally someone will zip through the test, making scratches at random and not really getting with it. This type of person is secretive, has double drapes on windows, and hides his insecurities and anxieties with bravado. These people are usually very kind hearted but ashamed of it.
- If you use actual words or write titles to the pictures, you are intellectual and can think abstractly. You also like to attract attention to yourself. But then, who doesn't?
- If you draw outside the square boxes, it shows a rebellious nature, the extent of the rebellion being gauged by the extent to which your drawings overrun the outside lines of the square.
- Small, detailed drawings indicate perfectionism, perseverance and, of course, capacity for small detailed work.
- If a drawing shows perspective, it indicates ability to plan ahead, carry out ideas to completion. People who put perspective in the drawings usually wind up as bosses.
- Horizon lines in a drawing are done by people who look before they leap and then look again. They don't get involved easily.
- Grotesque, derogatory or frightening faces (pirate, mechanical monster) show an unsocial person who gets along with other people only on his (or her) own terms.
- Drawings of food indicate a personality that feels unappreciated and wants to be rewarded and complimented and taken care of. Food drawers don't express their anger. (Of course, it might also indicate the person is hungry.)
- Shading in any of the drawings indicates a sensual nature - a person who touches you when he talks to you, who likes to have his back rubbed, likes good food.
- A fish is a symbol of wisdom. How is it used?
- Eyes, ears, mouth show suspicion of motives. These people always read the small print. They own real estate.
- Clothing, eyeglasses, jewelry show concern with outward appearance, status consciousness and awareness of public opinion.

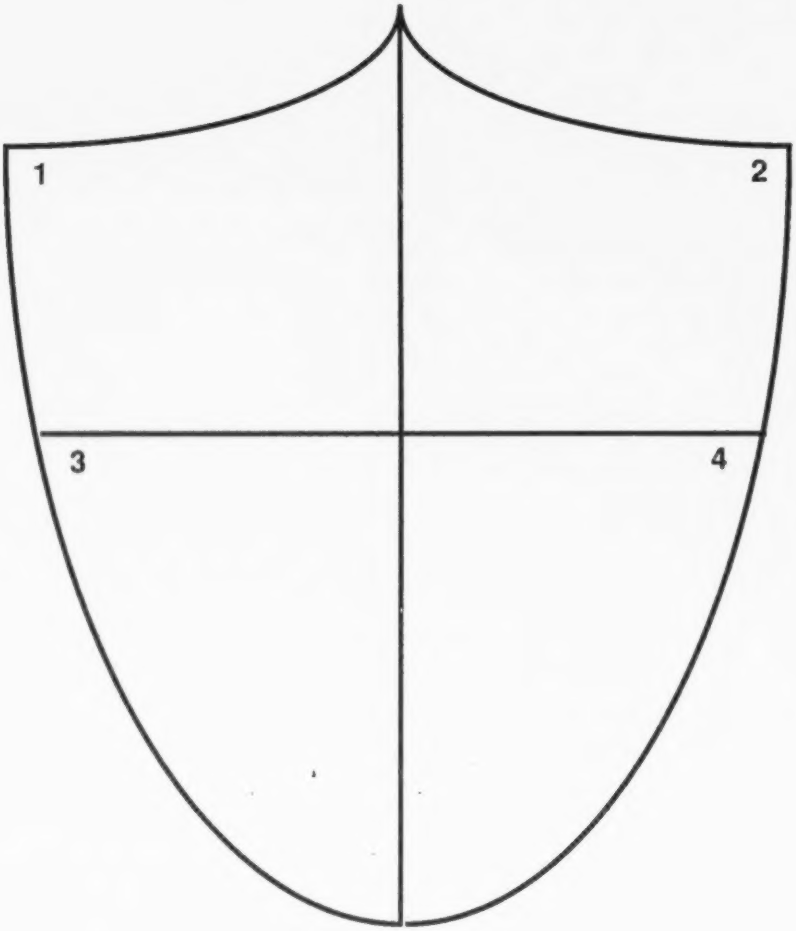
Activity 2

Name ______________________________

____

SHIELDS

Directions: Using the shield provided, fill in each area with a picture, words or statement that portray each segment. Be prepared to explain your shield to a partner or the class.



1. Something about yourself you are proud of.
2. Something about your family.
3. One of your goals.
4. Something fun, funny, or humorous in your life.

COURSE: Relationships

UNIT: Individual

TOPIC: Understanding Self

LESSON: Factors that Influence Self

PROCESS SKILLS: The student will:

1. Examine self in relation to environment.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. In groups of three, in the middle of the room, have students introduce themselves and each tell three things that have affected the person that they are (family or life experiences). Have the rest of the class share a few of the things they learned about each person.

V/CT 2. Discuss what is the earliest influence a person has on their self and/or self-concept. Introduce the activity "Pink Hair." Use the directions on the activity sheet to lead students through an understanding of the correlation between self-esteem and personally directed put-downs. In addition stress how put-downs affect individuals self-esteem.

W/V/CT 3. Use "Jocks, Preps, Nerds--What's Wrong With the Name Game?" to introduce the activity on stereotyping. Discuss and follow up with "Student Stereotype" activity sheet. Use this activity to stress how frequently people are treated in certain ways because of the stereotype that has been imposed upon them. After completing the activity, follow up with a discussion on stereotyping. As an assignment have students write an experience they have had with being stereotyped and how that experience has influenced who they are.

W 4. Teacher may show, if they have the availability of, the video "Rock-a-Bye Baby" or other video stressing factors that influence self by early nurturing. Watch video, complete the study guide provided. Discuss as a class the various effects on an individual.

Activity 2

PINK HAIR

Perennial Problem: What should students understand about the correlation between self-esteem and personally directed put-down?

Practical Problem: What can students do to recognize how not taking ownership of a put-down does not affect their self-esteem?

Learning Outcomes: Understanding factors affecting self-esteem.

Supporting Concepts: We each have control of our self-concept. Other people cannot put us down and damage our self-esteem unless we believe that what they say is true.

Part 1: Divide the board into three sections and label them: Put-downs, Feelings, Self-Esteem.

	PUT-DOWNS	FEELINGS	SELF-ESTEEM
Examples:	Stupid	Angry	Degraded

-Spend a few minutes discussing what self-esteem is and allow the students to think about comments people have said to them in the past that have really caused them to feel negatively about themselves.

Questions:

1) What are names or words people have called you that really hurt you or caused you to have bad/sad feelings about yourself? (Write all on the board under "Put-downs.")
2) What feelings were associated with these put-downs? (Write all on the board under "Feelings.")
3) How do these feelings affect your self-esteem? (Write all on the board under "Self-esteem.")
4) What is the affect that put-downs had on your self-esteem? (Help them see the visual connection between "put-downs" and "self-esteem" on the board.)

Ask for Volunteer:

"I need someone to volunteer to come to the front of the class to be totally put-down, degraded, criticized and humiliated. The volunteer must be prepared to have their self-esteem destroyed."

After the volunteer is in front of the class, the teacher rolls up her sleeves and says, "You are really going to get it now! Name of student, you have example: **stupid** pink hair! You have _________ pink hair! You have _________ pink hair!" (Fill in blanks using all the put-down

Activity 2 (Continued)

words from the board. Use every put-down before stopping.)

Ask the volunteer the following questions:

*How did these put-downs make you feel? (He/she will probably say that they felt nothing or that they felt humored by them.)

*How did these put-downs affect your self-esteem? (He/she will probably say that they affected it very little.)

*Why didn't the put-downs make you feel all these feelings listed on the board? (He/she will probably say, "because I don't have pink hair.")

*What does this example teach us about self-esteem?

*How can we control these feelings (refer to board) that these put-downs cause that affect our self-esteem?

*How can using the analogy of "Pink Hair" help us control our ownership of these put-downs?

Discuss: What are/where the personal ramifications of this activity?

Adapted by Jennifer Niebur from workshop on "Cross Cultural Awareness" given by Lillian Roybal-Rose, January 31, 1990.

Activity 3

14
BARBARA FRIEDMAN

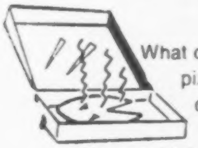
Jocks, Preps, Nerds—

Activity 3 (Continued)

What's Wrong With the Name Game?

YM Stringers Give the Scoop on Groups

BY KEITH BLANCHARD



What do "jocks" like on their pizza? What kinds of cars do "preps" drive? What does a "burnout" keep in his locker—and should the FBI be notified? To find the answers to these and other weighty questions, we asked *YM* stringers to investigate the groups at their schools. Not just what they were called, but what makes each group unique: how they dress, what they eat, their favorite pick-up lines, what they yell when they drop a bag of cement on their big toes. The idea was to compile a student's-eye-view of groups in high school and how they interact.

We expected to hear of five or six different groups, with the usual stereotypes: "Brains" only hang out at the library; a "prep's" favorite color is tweed; a "jock's" favorite music is the crunch of a quarterback's bones—you know, the usual.

Boy, were we wrong.

WHAT THE HECK'S A HIP-HOP?

For one thing, the stringers came up with not four or five, but almost 50 different groups. Of course they mentioned "jocks" and "nerds." But categories like "homeboys," "dizzies," "skates," and even "hip-hops" (rap lovers, not girls who look like Playboy Bunnies) also found their way onto their lists. On top of that, many stringers included "normal people," or a similar title, for the many types who couldn't be classified easily.

It became obvious that people choose their groups for a variety of reasons, making it tough to classify them. And maybe that's the way it should be. Our one-word stereotypes just didn't cut it—they couldn't describe the diverse groups our stringers were telling us about.

Here, then, is the inside story on school stereotypes. Special thanks to all the stringers who helped out—and showed us the error of our ways.

WHAT MAKES A GROUP A GROUP?

There don't seem to be any hard-and-fast rules as to how or why certain groups form. There's always a common interest that defines the group, but it can be anything from music ("punks") to style of dress ("Deadheads") to wearing junk jewelry, shoveling on makeup, and hanging out in record stores ("mall-rats"). Whatever it happens to be, this "group glue" holds the crowd together because the time spent on the common activity (like practicing for sports together or punching your heads through the speakers at an Ozzy Osbourne concert together) strengthens the friendship of the group members. The "rockers" who play together, stay together.

But there's more to it than that. Jocks don't hang out with jocks *just* because they play sports together. They have more important things in common—a sense of team spirit, a need for competition, or whatever: The personality traits that interest them in sports are often the same ones that interest them in one another.

But it's easy to take this too far and start assuming that people in the same group have *all* the same characteristics. Now, don't get me wrong: Everybody makes generalizations. (A generalization.) For example, I might say, "All fast-food hamburgers are made out of crunched-up cardboard." Even when they aren't true (not to say that this one isn't) at least these kinds of stereotypes don't cause any serious harm. But making generalizations about people usually does.

WHERE WE WENT WRONG

We were wrong to ask the stringers to classify their friends as "jocks," "metalheads," "preps," etc. Even though these groups really do exist, and the terms themselves *are* harmless, they unconsciously carry a whole set of generalizations, like "metalheads have long hair, drop out of school, and take drugs." So we were, in effect, asking our stringers to stereotype their classmates. Just calling someone a metalhead can put these generalizations in your mind, even though you know they might not be true. After all, Albert Einstein had long hair and did poorly in school, but he wasn't a druggie, and the only heavy metal he liked was uranium.

I used to think of football as 22 dumb guys butting heads. Then, in my freshman year of college, I caught A.J., a football player from across the hall, *reading a book*. Thinking it *had* to be a picture book, I took a peek over his shoulder. On the page was a blur of charts, diagrams, and figures that I couldn't make heads or tails of. Suddenly I realized it was his playbook for football. I was fascinated by how complicated this "simple" game really is—and how stupid I had been to believe that everyone who played it had liquid cheese for brains. It didn't take long to find that A.J. and I actually had a lot in common, and we're now best friends. But it makes me wonder about all the "jocks" I never bothered to talk to in high school.

And that's the worst part of these group names: They put up a barrier that can keep you from meeting people. If you think "princesses" are snobby, and you hate snobby people, you might avoid meeting a girl who looked like a "princess." But what if you found out that her cruel stepfather owns Bloomingdale's and forces her to wear clothes like that to advertise for him? Or—and this might be a bit more likely—maybe she likes dressing up but is otherwise completely normal.

THE DREADED "POPULAR GROUP"

No matter what kind of school it is, there's always a "popular group." They always seem to be having a good time, and their hair always looks great. They *always* have a date, and almost *never* accidentally

(continued on page 76)

Activity 3 (Continued)

squirt ketchup onto their laps. Self-confidence oozes out of them like syrup.

Don't let it fool you: "Popular" people have pesky brothers, dictator parents, and teachers from other planets, too. Then how, you ask, do they get to be popular in the first place? Usually it's simply that they're the most highly visible group at a school. The "jocks," for example, are likely to be popular where sports is emphasized. But in California coastal schools the "surfers" and "skaters" have the upper hand, and in prep schools the "preps" or "brains" are popular. It's as simple as that.

Unfortunately, most of us don't get to choose our high schools. So if skating is a big deal in yours, but you (like me) can't even say the word skateboard without falling down and breaking your ankle, it's going to be tough.

SHOULD YOU WARM UP TO THE COOL GROUP?

If the major thing they have in common is an activity you don't do, why break your neck trying to join? This is kind of like moving to Alaska because the Eskimos look as if they're having fun, even though you hate cold weather, you're allergic to snow, and you have a recurring nightmare of being attacked by seals. But, on the other hand, you might be surprised to find you do like a lot of the same stuff.

If you can get past misleading first impressions, you can find something in common with almost anyone. Take me, for example. At my high school, basketball was the second favorite activity, after breathing. No problem for tall, coordinated people; unfortunately, the only way I could dribble was from the corner of my mouth. For about two years I couldn't talk to a whole group of my fellow students. But then I began to find other things that we *did* have in common. For example, we liked the same kind of music—hard rock. Once I realized this, it became easier to talk to them. As it turned out, I actually knew more about some things (like Led Zeppelin lyrics) than they did. It taught me not to stereotype others as "unmeetable": You might have more to talk about than you think.

So ask a spike-haired punker named Stig over for dinner. Your parents *will* freak out, but then again, isn't that just another good reason to try it? (Don't tell them where you read this.)

BECOMING A CLONE

The last, and possibly most dangerous, side effect of stereotyping is stereotyping yourself: changing your own behavior to conform to what your friends do. It's when you think, "I'm a cheerleader, and cheerleaders smoke at our school, so if I don't start smoking, the other cheerleaders are going to think I'm weird." Make sure that you do things because you *want* to, not because you're *supposed* to. Not all "metalheads" wear spiked leather dog collars: You can enjoy hanging out with them for the music without dressing like an outlaw biker.

Doing things to *others* for the sake of conforming isn't so great, either. If your group starts ragging on a girl you think is nice, and you're too afraid of what the group might say to speak up, you're selling out your individuality to become something you're not—and probably don't want to be—namely, a snob.

Peer pressure ("You're not *afraid* to throw rocks at that wasps' nest, are you?") is bad enough. But the kind you put on yourself is much worse because it's tougher to recognize, and you can't just walk away from it. Hiding your true feelings to conform to a group isn't being fair to yourself *or* to them. After all, what do *you* want in friends: Individuals with their own personalities or people who'll lie about themselves to seem more like you? There's no reason to think your friends feel any differently.

RE-GROUPING: HOW TO AVOID STEREOTYPING

There's nothing wrong with being in groups. It's part of human nature: Put any 50 people together in a room, and within a few hours they'll have divided themselves up along some lines. They might form groups like "peanut butter and potato chip sandwich lovers" and "people who hate Morton Downey, Jr.," but groups nonetheless. It's when we start imagining that we have nothing in common with somebody because of the group she hangs out with that groups become a problem.

So enjoy your crowd, whether they're "preps," "headbangers," or "chocolate-loving rocker flirts who think calculus should fulfill a foreign language requirement." Do fun things with your friends, enjoy their company, and you won't have to worry if the group is "popular" or not. And don't be afraid to meet other types of people. This doesn't mean you should walk up and give your phone number to the guy in the dark glasses and the long trench coat who hangs around the playground. But by all means, take a skinhead to lunch. And the next time you see a jock off by himself after losing the big game, go over and offer him a Life Saver.

You might just find a friend.

SOURCE: "Jocks, Preps, Nerds - What's Wrong With the Name Game?" by Keith Blanchard. YM. (March, 1989). Reprinted by permission.

Activity 3 (Continued)

Name ______________________________

____

STUDENT STEREOTYPE

Directions: Follow through the steps of this activity to help students understand the effects stereotyping can have on a persons self and self concept. After the exercise, have students write on an experience they have had when they were stereotyped and how that experience influenced their life or who they are. Have them determine and explain if the experience influenced them positively, negatively, or both.

Materials:

*paper head bands with stereotype labels on them. (Jock, Druggie, Cheerleader, Brain, Student Council, Aggie, Nerd, etc.)

*those materials needed for the activity of teachers choice (building blocks, paper and drawing utensils, origami paper and directions, etc.).

STEPS IN ACTIVITY

1. Ask five students to volunteer to participate in activity.
2. Give each of the five students a titled headband.
3. Have the five students sit in a circle around a table with the rest of the class around them.
4. Have the five students work on a project together using the materials that the teacher provides. While participating in the activities the students need to relate to each other as the role that is stated on the others headband. *The teacher and other students may want to help with the discussion.
5. After 5-10 minutes each of the five students tries to guess what their headband stated and how the way others related to them made them feel.
6. Follow with a discussion on stereotypes and how some can provide either positive or negative feelings. In addition, discuss how some stereotypes can have both positive and negative influences on a person.
7. Have students write a paper on an experience they have had being stereotyped. In addition, how did it make them feel and what influences did/has it had on their life? Have them discuss whether it affected them positively, negatively, or both.

Activity 4

Name ______________________________

____

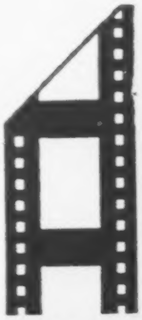
FILM/VIDEO STUDY SHEET

Directions: Complete the questions below after viewing the video on early nurturing experiences and their affect on behavior and development. Answer those questions that apply to the video viewed. The teacher may discuss the other questions with you.

1. Two aspects of nurturing necessary for normal development are ______________________ and ______________________.
2. Children who were institutionalized show the following behaviors: ______________________, ______________________, ______________________ and ______________________.
3. What happens to premature babies when they were rocked and moved? ______________________.
4. What conclusions can be drawn about human behavior and the needs of infants? ______________________.
5. Extreme cases of deprived parenting have been associated with ______________________.
6. How does early nurturing affect who we are? ______________________.
7. What conclusions can be drawn about human contact and development? ______________________.

If Rock-a-Bye Baby was viewed, complete the following questions:

1. Deprived monkeys showed the following behaviors ______________________.
2. When the brain waves of deprived monkeys were examined, the waves were found to be ______________________.
3. What happened to deprived monkeys when part of the cerebellum was removed? ______________________.



ANSWER KEY

Activity 5

Film/Video Study Guide

1. touching, movement.
2. lethargic, unresponsive, slow to develop physically and mentally, rocking behavior, retarded, non-emotional.
3. grew faster, developed physical abilities quicker.
4. in early development - touching, movement, and nurturing are necessary to develop normally physically, mentally, and emotionally.
5. violence, crime.
6. answers will vary.
7. bad contact is better than none at all, their is a definite need for contact (People will survive physically even if contact is abusive. We have that strong need for contact when we are growing. The children who are treated badly and not loved will do many negative things just for attention. You have probably known some classmates in classes along the way who did all the negative things they could and caused lots of problems, but they certainly got the attention they were needing.)

Rock-a-Bye-Baby

1. could not relate or interact with others, rocking movement, violent, bite themselves, could not mate.
2. similar of schizophrenic humans.
3. became docile, passive, no longer violent.

COURSE: Relationships

UNIT: Relationships

TOPIC: Understanding Self

LESSON: Needs and Wants

PROCESS SKILLS: The student will:

1. Examine self in relation to environment.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

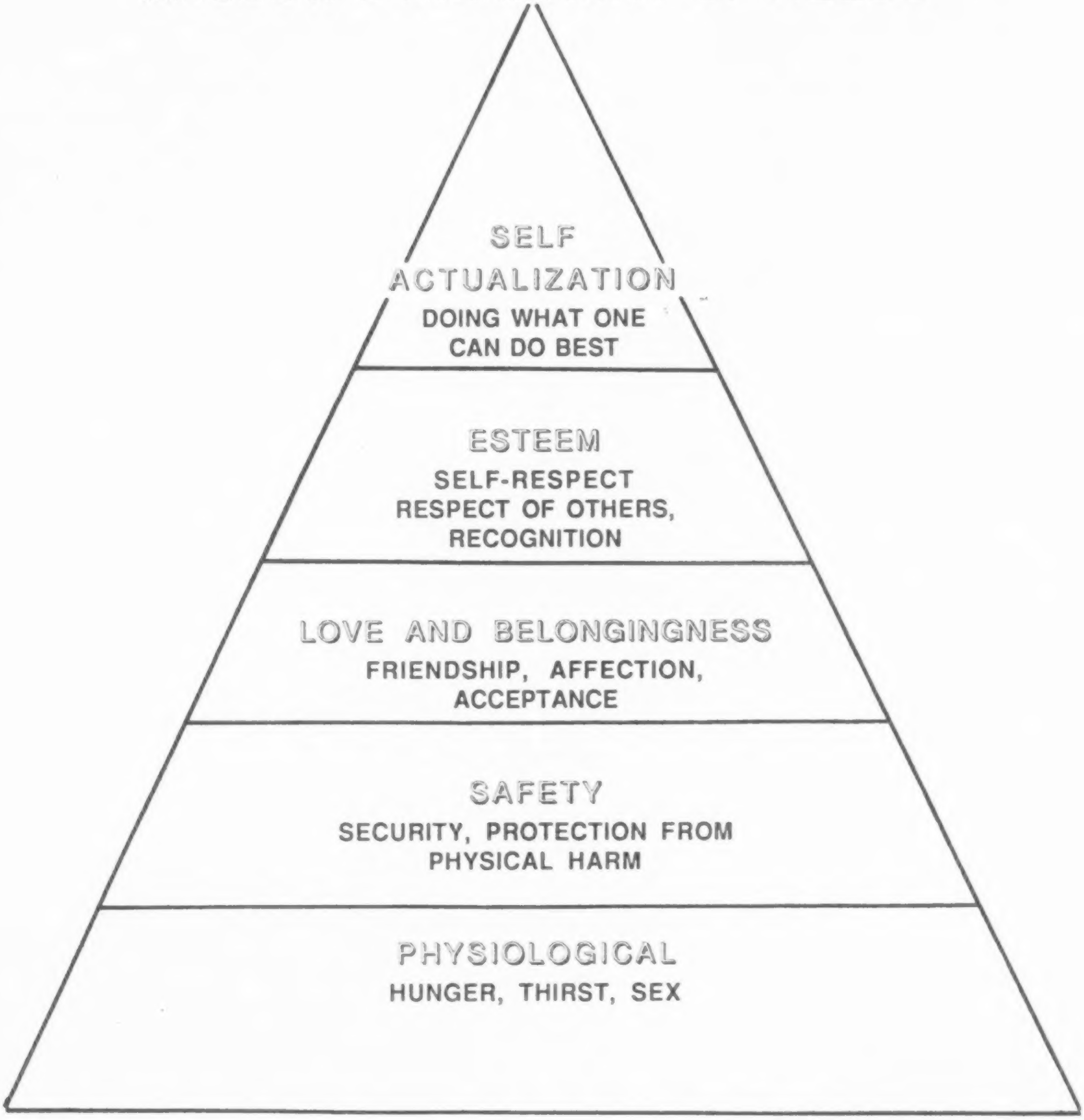
V 1. In small groups have students brainstorm what needs and wants they have. Come back together as a group, list these on the board, discuss and develop a definition for needs and wants.

W/V 2. Using the generated list have students identify physical, psychological and social needs. Continue the discussion by showing Maslow's Hierarchy of Needs and where these needs fit into Maslow's Theory.

R/W/V 3. Using "Eight Basic Psychological Needs" worksheet have students identify their needs and where they stand in relation to the eight basic needs listed. Discuss in small groups to determine their basic needs in relationship to their partner's and how they affect each other. As an assignment have students write where these needs fit into Maslow's Hierarchy, why they feel they are at the different levels, and what may cause them to go up and down the hierarchy.

Activity 2

MASLOW'S HIERARCHY OF NEEDS


SELF
ACTUALIZATION
DOING WHAT ONE
CAN DO BEST
ESTEEM
SELF-RESPECT
RESPECT OF OTHERS,
RECOGNITION
LOVE AND BELONGINGNESS
FRIENDSHIP, AFFECTION,
ACCEPTANCE
SAFETY
SECURITY, PROTECTION FROM
PHYSICAL HARM
PHYSIOLOGICAL
HUNGER, THIRST, SEX

R-I-A-2c [3]

Activity 3

Name ______________________________

____

EIGHT BASIC PSYCHOLOGICAL NEEDS

Directions: In column A: Prioritize these needs for yourself, #1 being the one most important down to #8 as the one of least importance. In column B: List all the people, institutions, or experiences that help you meet these needs in your life at this time.

	A	B
1. Security (emotional & economic)		
2. Sense of worth (attention, prestige, recognition)		
3. Mutually agreeable interactions with others (companionship, friendship, love)		
4. Variety and new experience (adventure)		
5. Freedom and independence		
6. Religion or philosophy of life		
7. A measure of conformity		
8. Need to care for others		

If partners rank these needs very differently, can you think of examples when the differences could cause conflict? Write three scenarios that might cause conflict. Explain how each conflict might be compromised or why you think it could not be compromised.

Scenario 1:

Compromise?

Scenario 2:

Compromise?

Scenario 3:

Compromise?

COURSE: Relationships

UNIT: Relationships

TOPIC: Understanding Self

LESSON: Family Influence

PROCESS SKILLS: The student will:

1. Examine self in relation to environment.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V 1. Use the information section to discuss birth order and family systems. Have the students complete the "Birth Order" activity. This activity will help students realize that even the position they hold in their families influences who they are. In addition, students will see that other "positions" have their share of problems too. This may work better in a large group rather than a small one.

V 2. Discuss with students healthy and unhealthy families using "Healthy/ Unhealthy" worksheet. The students posters from Activity 1 can help in this discussion. Secure a copy of the movie, "My Father's Son." Watch the film and identify the role each character plays and discuss what happened from one generation to another. Note that in dysfunctional systems the roles fulfill the need to keep the family going.

V 3. Use the unhealthy roles posters (hero, scapegoat, etc.) and the "Roles We Take In Life And In The Family" worksheet to discuss with students the different roles that can be played in dysfunctional families. Place students in small groups to role play situations that illustrate the effects of roles and expectations.

R/W/V 4. In small groups, using the "Johnson Family" case study, answer the questions concerning this family. Discuss with the large group. Using the case study, do a sociogram of the Johnson Family. Have student's find a family (or use their own) and see where these roles fit. Write a couple paragraphs about the roles they see and the effects on the family members.

W 5. Assign each student to do a sociogram with their own family. Also, have students write what they can do or what responsibilities they have to contribute to a healthy family.

W/V/CT 6. Using the provided information and transparency, divide students into cooperative learning groups and go through the "Family Systems" exercise. This could be used as the only information on Family Systems or as a review of all the preceding exercises. Using the "Families" worksheet and "Families" list have students categorize each of the items on the "Families" list under the appropriate concept learned in this section.

V 7. Using "Summary Principles of the Family and Supporting Concepts" review the concepts covered in this section.

RESOURCES:

1. Film "My Fathers Son"
Available through the Larimer County Health Department.

INFORMATION SHEET
BIRTH ORDER/FAMILY SYSTEMS

FAMILY CONSTELLATION:

One of the most influential factors to be considered in the development of a person's life style is family constellation, the order of birth of children living within a family and the dynamic relationship between siblings and other members of the family group. To begin to understand the concept of family constellation it is important to remember that from the moment of birth the child acts in a way in which he or she hopes to achieve significance or superiority in the family. Actions that are not productive in achieving these goals will be discarded and replaced by new behaviors aimed at the same goals.

A word from Alfred Adler on the subject: "It is a common fallacy to imagine that children of the same family are formed in the same environment. Of course there is much which is the same for all children in the same home, but the psychic situation of each child is individual and differs from that of others, because of the order of their succession. There is some misunderstanding of my custom of classification according to position in the family. It is not, of course, the child's number in the order of successive births which influences his/her character, but the situation into which he/she is born and the way in which he/she interprets it. Thus, if the eldest child is feeble-minded or suppressed, the second child may acquire a style of life similar to that of an eldest child; and in a large family, if two are born much later than the rest, and grow up together separated from the older children, the elder of these may develop like a first child. This also happens sometimes in the case of twins."

There are certain characteristics that are common to each of the sibling positions within the family constellation; however, the characteristics represent a composite, so not every detail will apply in all cases. We are making guesses aimed at probabilities. Some general characteristics of various ordinal positions included the following:

Oldest Child: The oldest child has a unique situation in a family. Being born first entitles such a child to the parents' undivided attention, at least until another sibling is born. Usually an oldest child will conform to the parents standards because he/she doesn't want to lose their favor. Such children tend to be very responsible because of their desire to meet the adult standards of their parents. When another sibling is born they often initially feel "dethroned." Usually because they are bigger and more capable, the threat of the new arrival will diminish with the passing of time. However, if the second child is very close in age to the first, there is a chance that the second might be more capable than the older. The situation of the second sibling permanently dethroning the first is most frequent when the older child is a boy followed very closely by a girl. Her accelerated rate of human growth and development makes such a "dethronement" more possible. Other frequent characteristics include preference for authority, dislike for change, conservative viewpoint, being "pacemaker" for the other children, ambitious, achievement oriented, and having a tendency to relate better to adults than peers.

Middle Child: The middle child will usually try to over-take the first as a result of what has become known as the "Avis Complex" (because I'm second I'll try harder). Usually the middle child will choose to compete in areas in which the oldest child is not proficient. If oldest children are good students, athletes, or models of good behavior, then middle children will

Information Sheet (Continued)

probably be poor students, uninterested in athletics, and discipline problems; however, they might be good musicians, artists, or strong in an area where the oldest isn't skilled. Whereas the oldest child is the "center of the universe" the second child must "slip in on the second act." Middle children tend to be more sociable than oldest children. They also are often sensitive to injustices, unfairness, feelings of being slighted or abused, or of having no place in the group. When a younger sibling is born into the family, the middle child often feels dethroned, because of the new competition from the youngest child.

Youngest Child: Youngest children have something going for them that the oldest, and middle children do not - they have never been dethroned. They are generally the most powerful persons in the family because of the many ways of getting the parents and other siblings to do things for them. Youngest children frequently are not taken seriously because they are the smallest, and as a result, they may be spoiled by others. Along with the oldest child, the youngest has a unique place in the family constellation. However, it should also be noted that youngest children should have good sibling models from which to observe and learn.

Single Child: Single children usually develop in one of two basic directions: either they will try to meet the adult level of competence or they will remain helpless and irresponsible as long as possible. Usually single children will have better relationships with people much older or much younger than they are, rather than with their peer group. Single children may refuse to cooperate when their every wish is not granted. Single children are often loners, not very "sharing" oriented and may expect a "special place" without having earned it.

Adopted Child: An important issue relates to the parental attitude regarding the decision to adopt a child. For example, many parents overprotect and/or pamper adopted children by means of a "We couldn't have any children of our own, but this child will have the finest of everything" attitude. Another issue involved whether there are other siblings biologically born to the parents. "In" and "out" groups of siblings often result from such a situation. Of course, the advantages surrounding an adoption include the child's having been planned and desired by the parents and the adoption agency's having conducted a thorough investigation of the home environment prior to the child's placement in the home.

Factors which alter the family constellation are the sex of adjacent children, the number of years in between children (especially if it is more than 5 years), strong family values, the loss of a parent or another sibling and an organ inferiority on the part of the child or his/her sibling (mental or physical handicap). All of these elements will alter the usual characteristics of a given child in the family constellation. It is important to remember that every child is unique and cannot be locked into any description given here.

Source: Information abstracted from: Life Style: What It Is and How To Do It by Daniel Eckstein, Leroy Baruth, and David Mahrer & Life Style: Theory Practice and Research by Leroy Baruth and Daniel Eckstein.

Information Sheet (Continued)

BIRTH ORDER CHARACTERISTICS

- Only - rarely selfish and temperamental, get a lot of attention, usually confidence and self-esteem are high, maybe more cooperative, trusting, learn early to function in adult world, often very successful in career, not so competitive, independent as first born, higher in leadership than younger and middle, see parents as strong influence, have higher IQ than a second, third, and fourth born.
- Oldest- bright, leader, may fear rejection, need to please others, may spur on to be very successful adults, may be dissatisfied with self if fail to meet parent expectations, likely to adapt values and lifestyle of parents, often responsible and assumes care of others, as a group has highest IQ.
- Middle- getting attention often difficult, either find own way to be special and successful or give up trying, independent and diplomatic, tactful, charming, intuitive, outgoing, learn how to compromise, may be demanding because they never got attention they need, parents do not demand the same things of second, more relaxed, more likely to seek affection and affirmation outside family circle.
- Youngest- takes things as they come, good natured, gentle or may be selfish and uncooperative, can be spoiled or ignored, either strive for own way or may not try hard because they never needed to, may get extra attention or feel left out, everyone in family is bigger, stronger, may feel inadequate much of the time, pull between staying a baby and growing up fast, may or may not be high achiever.
- Variations-
  a. The number of years between siblings relates to relationship, generally more rivalry if one or two years apart in contrast to four years.
  b. If second child is a girl after first girl, there is more rivalry than if a brother is second.
  c. A girl with younger brother may feel maternal toward brother and have better relationship with men later.

Activity 1

BIRTH ORDER

OBJECTIVE: To examine the factors that influence who we are - ordinal position in the family.

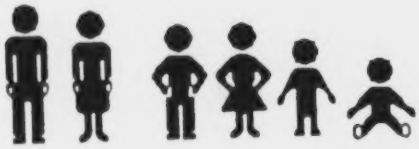
1. Divide the class into the following groups:
    - All the "First Born"
    - "Only's," unless there is only one and then go with the first born
    - "Middle Kids"
    - "Last Kids"

   If in a blended family and positions have changed, go to with the group experienced the longest .

2. In groups:
    - Choose a recorder to write on a piece of poster paper.
    - Choose a leader to direct the discussion and keep on task.
    - Identify your parents' EXPECTATIONS of you.
    - Identify the BENEFITS of your position.
    - Identify the DRAWBACKS of your position.
    - Identify the CHARACTERISTICS you share in your position.

3. Hang up all four posters and have each group recorder discuss some of the findings of the group.

4. Look over and discuss the sheet; see if you and your family fit any of the tendencies. Remember that these are only tendencies, since many variables affect us.



Activity 2

HEALTHY/UNHEALTHY SYSTEMS

Supplies: Movie: My Father's Son, Posters showing unhealthy roles, scapegoat, hero, etc.
Posters: Healthy family, Unhealthy family

TO UNDERSTAND OUR ROLE AND PLACE IN THE FAMILY SYSTEM AND HOW IF AFFECTS US AND HOW WE AFFECT THE SYSTEM.

Some systems are more healthy than others.

- Healthy roles and systems: allow me to be me
  encourage me to be the best I can
  I'm not locked in, I can change
  include open communication
  fit my needs and abilities

- Unhealthy roles and systems: limit my abilities
  are rigid, I'm locked in
  my roles are not chosen, I'm trapped
  does not allow me to be the real me
  I fulfill the needs of the system and keep it going
  my role is negative

- Note that in dysfunctional systems, the roles fulfill the need to keep the family going.
- Many of us have parts of these roles and may change roles at different time in the family - some are more negative than others.
- Not all unhealthy families have all of these roles
- These roles may change from one person to another

View Film and discuss the following items:

- Identify the roles. Also look at what happened from one generation to another.
- Great grandfather - forced son to quit school, drank, knocked son around
- Grandfather - alcoholic, somewhat violent, angry at world, blamed kids and world for trouble.
- Father - school a farce, angry, felt blamed, hated father, would not become like him, became alcoholic, recovered with AA.
- Son - denied he had a potential problem, looked at pot as no big thing, said he would be OK.

The central story centered around father as he was growing up. His father was the victim, he was the scapegoat, brother was the lost child, mother the enabler.

- How did these roles make the family work even though it was unhealthy?
- What can we learn from the film?
- What is AA, Alateen, Alanon?

Activity 3

ROLES WE TAKE IN LIFE AND IN THE FAMILY

Some family roles are learned - such as what it is to be male or female, whether to be leaders or followers, how we will parent (what it is to be a father or mother), how to behave in intimate relationships such as husband or wife.

Other roles are assigned - such as the family athlete, the brain, the class clown, the rebel, the good boy/girl, etc.

- Roles which are very typical of dysfunctional families are these:
  - **hero** - good kid, high achiever, follows rules, responsible
  - **lost child** - shy, quiet, solitary, does not attach to people
  - **scapegoat** - the rebel, hostile, rulebreaker, troublemaker, often the one blamed for the problems and compulsive behaviors of the other family members.
  - **mascot** - the family clown, immature, cute, hyperactive

These roles exist to some degree in the healthy or functional family also. Parental and peer expectations (and self expectations) put us into a role that puts a lot of pressure on us. For example, the "brain" is not permitted to fail a course in school - no matter what. The "good" kid is not to behave in risk taking or rebellious ways.

Roles are destructive when they become rigid, and the person is simple not allowed to engage in behaviors other than what is acceptable for his/her role. Roles then become a source for greatly increased levels of stress.

- We will be doing some role plays in class to illustrate the effects of rigid roles and the expectations for behaviors, and how roles - both assigned and assumed can control our behaviors and influence our life choices.

Activity 4

Name ______________________________
____

MEET THE JOHNSON FAMILY

Directions: Read the following scenario and complete the questions on the next page. Be prepared to discuss them in class.

The Johnson family has it all, it would seem. But sometimes, outward appearances do not exactly give a true picture.

Fred Johnson, 47, is a stock broker. The crash of the stock market in October of 1987 caused Fred to loose much of his net worth. Since then, Fred, always a hard worker, has spent more and more time at the office. He says he needs to make up for his losses, so he works harder. Fred leaves for work at 6:00 a.m. every morning and returns at 9 or 10 p.m. Saturdays are just another work day for Fred. On Sundays, Fred goes to the office from 8 to 6 just to "catch up" so he'll be ready for the coming week, so he says.

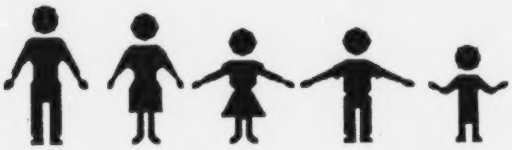
Ellen Johnson, 45, is a homemaker. She thinks she'd love to pursue her talents in art as a commercial artist, but with Fred working so much - well, the children need someone. Ellen usually cooks two meals each evening - one for the children and herself at 6:30, and then one for Fred at 10:00 p.m. It's been years since she and Fred entertained or saw friends socially. In fact, they have no friends as a couple. Ellen attends all the children's school activities, helps with homework, and coaches her son's basketball team. "Fred is such a hard worker; he just doesn't have the time for those things," she says.

Jane Johnson is 18, and excels at everything she attempts. She's president of the National Honor Society, a cheerleader, and on the student council. Her teachers all say Jane is a wonderful student and a very responsible person.

Joe Johnson, 16, is currently on probation from drunk driving charges. Joe just seems to enjoy trouble - it follows him everywhere. Joe is a problem in his classes - he ditches regularly. Joe says only geeks actually enjoy school. He thinks adults are full or it; they blame him for everything.

Jennifer Johnson, 13, is quiet - really quiet. She would rather read or write poetry in her room when she's not in school. She doesn't have any close friends - she prefers the company of her cat to people. Teachers seldom notice Jenny; she's uncomfortable with class discussions.

The other kids think Jeff Johnson, 9, is funny. Jeff makes friends easily. Jeff is somewhat of a class clown, and a practical joker; his teachers find him disruptive in class. Jeff is behind in many of his classes because he rarely completes his assignments; he always means to, but just can't seem to find the time.



Activity 4 (Continued)

Name ______________________

____

JOHNSON FAMILY DISCUSSION SHEET

Directions: Read the description of the Johnson family, then answer the following questions.

1. Identify the roles you observe in this family system, and explain why you feel this way.

2. What would happen if the enabler left the family?

3. What would happen if the victim became healthy?

Choose a family (or use your own) and see how each of the family system roles fit. Discuss your findings in 2 or 3 paragraphs.

Activity 5

Name ______________________
____

MY PLACE IN MY FAMILY SOCIOGRAM

Directions: Use the following steps to complete a family sociogram.

1. Place a circle in the middle of your sheet and put your name in it. Place other circles around yours and place the name of one of your family members in each one.

- Draw lines between the circles to demonstrate how you feel about your relationship with the person in the circle.
  vvvvvvvvvv = antagonistic
  - - - - - - = some tension
  ________ = good but not close
  ════════ = close

2. Analysis of the sociogram. Include an explanation of:
   a. Who the people in the diagram are; when they entered your life.
   b. Why you believe the relationship with each person exists on this level.

3. Give a statement which defines your role or roles both as a part of your family system and as an individual.

4. Give a statement which describes some incident within your family system (positive or negative) which greatly influenced or affected you.

Activity 6 Name ______________________________
____

FAMILY SYSTEMS

Supplies: Review transparency
Summary principles of the "Families" and "Family Concept Sheet"

TO EXAMINE FAMILY SYSTEM CONCEPTS AND UNDERSTAND INDIVIDUAL ROLES IN THE SYSTEM

Using the transparency provided identify the characteristics which tend to be associated with each ordinal position. Fill in with class discussion.

Discussion:

What is a system?

- Think about your own body. It is a combination of various systems.
- Some of these are respiratory, digestive, circulatory, nervous, reproductive.
- These all function together so our bodies can work.

What are some concepts about systems?

- Parts of a system make up a whole.
- Each part affects the whole - negative, positive, neutral.

As an individual we are a part of different systems:

- family
- school
- society
- world
- universe

Focus on the one system that is closest to all of us. The Family. Do some thinking, interpreting, analyzing and reasoning about the concepts, workings and relationships involving the family system.

Possible answers to the following transparency

- Spoiled/cooperative - only, last
- Pull between staying a child and growing up fast - oldest
- High/low achievement - last born, middle
- Gets much attention - only, youngest
- Works well with adults - oldest
- Independent - youngest, oldest
- Not as temperamental/spoiled as stereotyped - only
- Bright - first
- Needs to please - middle
- Competitive - middle
- Cares for others - youngest, oldest
- Leader - first, oldest
- Getting attention difficult - middle
- Diplomatic - oldest
- Outgoing - youngest
- Tough place to be - middle

Activity 6 (Continued)

FAMILY SYSTEMS

Identify the characteristics which tend to be associated with each ordinal position.

- Spoiled/cooperative
- Pull between staying a child and growing up fast
- High/low achievement
- Gets attention
- Works well with adults
- Independent
- Not as temperamental/spoiled as stereotyped
- Bright
- Needs to please
- Competitive
- Cares for others
- Leader
- Getting attention is difficult
- Diplomatic
- Outgoing
- Tough place to be

Activity 6 (Continued)

Name ______________________

____

FAMILY SYSTEMS

Directions: Use the items on this page to fill in the concepts on the following page.

a. Protection
b. Egalitarian beliefs
c. Emotional style developed
d. Rigid discipline
e. Socialization of the young
f. Values formed
g. Complex roles
h. Acceptance of differences
i. Assist in the physical work of family
j. Companionship
k. Modeling of behavior
l. One's feelings about oneself emerge
m. System of kinship
n. Care for members
o. Individualism
p. Accepting responsibility for members
q. Nurturance
r. Ways of thinking learned
s. Child abuse
t. Private culture transmitted
u. Function as a unit
v. Communication Learned
w. Well - defined roles
x. Open communication channels
y. Interdependency
z. Spouse abuse
aa. Identification with group
bb. Emotional support of other members
cc. Assist in the care of family members
dd. Compulsive behaviors
ee. Interrelated parts
ff. Sense of one's significance developed
gg. Attempt to minimize internal chaos
hh. Unconditionally loving
ii. Cooperation in handling differences
jj. Low self-esteem of members
kk. Maintenance of the system
ll. Secrecy
mm. Social participation learned
nn. Rigid behavior expectations
oo. Diversity in structure

Activity 6 (Continued)

Name ______________________________
____

FAMILY SYSTEM CONCEPT SHEET

Directions: Place each item from the list on families under the appropriate concept below.

1. The family as a social system:

4. Symptoms of a healthy family system:

2. Ways the family system effects the individual:

5. Symptoms of an unhealthy family system:

3. Functions individual members provide in family systems:

6. Functions of families:

1. What do these concepts tell us about family systems and individuals in the family?

2. What generalizations can we draw about families from these concepts?

3. What did you learn from this process?

Activity 7 Name ______________________

____

SUMMARY PRINCIPLES OF THE FAMILY AND SUPPORTING CONCEPTS

1. The family unit exists as a social system with interrelated roles and interdependent members, all of whom serve to maintain the system itself.

    A. The family as a social system
        1. interdependency
        2. interrelated
        3. complex roles

2. The family system exists as the basic unit of human relationships, and exerts dynamic influences upon each member of the system.

    A. Ways the family system affects the individual
        1. one's feelings about oneself emerge
        2. emotional style developed
        3. modeling of behaviors

3. Each individual has a complex role and many functions within the family system.

    A. Functions individual members provide in family systems.
        1. assist in the physical work of the family
        2. assist in the care of family members
        3. emotional support of other members

4. Family systems are diverse in nature, and may be healthy, unhealthy, or have characteristics of each.

    A. Symptoms of a healthy family system
        1. individualism
        2. acceptance of differences
        3. egalitarian beliefs

    B. Symptoms of an unhealthy family system
        1. spouse abuse/child abuse
        2. low self-esteem of members
        3. compulsive behaviors

5. Families function to provide for the needs of the individual in order to build the most healthy adult possible.

    A. Functions of families
        1. nurturance
        2. protection
        3. companionship

ANSWER KEY

ACTIVITY 6

Family Systems Concepts

1. The family as a social system:
   m, u, y, ee, gg, kk, oo, g.

2. Ways the family system effects the individual:
   l, r, v, k, ff, mm.

3. Functions individual members provide in family systems:
   n, bb, cc, i, ii, aa.

4. Symptoms of a healthy family system:
   b, h, k, o, w, x, hh.

5. Symptoms of an unhealthy family system:
   d, s, z, dd, jj, ll, nn.

6. Functions of families:
   a, e, j, f, q, c.

COURSE: Relationships

UNIT: Individual

TOPIC: Personal Responsibilities (Individual)

LESSON: Maturity

PROCESS SKILLS: The student will:

1. Examine personal responsibilities in relation to self and wellness.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W 1. Using the provided information go over the different types of maturity and how to determine their level of maturity. Use yourself as an example. As a writing assignment have students write a paper on how they see their intellectual, emotional, and social maturity now and how they want to change or grow in their maturity levels.

W 2. Have students keep a log or journal identifying individual acts throughout the day that were mature and immature. Further, label them as to whether they are examples of intellectual, emotional, physical or social maturity.

INFORMATION SHEET
MATURITY

How Mature Are You?

Becoming mature is a lifelong process. There is no magic in any one person's life when he can stop and say with assurance, "Now I am completely mature." Growth and development go on as long as an individual strives to improve and become increasingly mature in the way he faces and reacts to life. Personality is never "done." So, when you think of your maturity, think not only of your abstract ideals or even specific goals, but also of those levels of achievement that indicate whether or not you are ready for adult experiences, privileges, and responsibilities.

You do not grow up "all of a piece," evenly and consistently. There are many maturities to consider in any growing individual. The most common types of maturity are:

1.	Chronological	(how many birthdays you have had)
2.	Physical	(how mature your body is)
3.	Intellectual	(how grown-up your thinking is)
4.	Emotional	(how mature your feelings and the ways in which you express your feelings are)
5.	Social	(how mature your relationships with other people are)
6.	Philosophical	(how grown-up your beliefs, ideals, purposes, morals, and values are)

Chronological Maturity

Chronological Growth is Unalterable. You may catch measles, take a trip around the world, fall in love, lose your best friend, or experience all manner of joys, sorrows, sufferings, or triumphs, but your birthdays march merrily on at the selfsame pace. There is nothing you can do to change your chronological age. As long as you live, your advancing years will tick themselves off regularly, regardless of how you may wish you could hurry them up or slow them down.

Chronological age is important for some things. Getting a driver's license for a car, getting a work permit, obtaining a license to get married, being able to vote, all depend in most states upon your chronological age. There are differences in the ages at which certain privileges are allowed in the various states, but the main age is recognized as one measure of maturity almost everywhere.

The older you grow, the less important age alone becomes. People in their twenties, thirties, forties, and fifties rarely bother very much about the age of their colleagues, or of their own (except for the woman who wants to be coy about her age). As a measure of how much maturity can be expected of a person, age is of little help.

Physical Maturity

You have reached physical maturity when you have attained your full height, weight, and strength. As long as you continue to gain in stature year by year, you are still growing and have not reached full maturity. As soon as you stop growing taller and filling out, you are approaching maturity. When you become strong enough to do an adult's work without undue

Information Sheet (Continued)

fatigue, your body is at the threshold of maturity. Long before boys and girls are ready for marriage and parenthood, their glands begin to function like those of adult men and women.

Physical maturity is important. To be considered big enough to be allowed to do certain things, you must look big. More is expected of tall, well-developed boys and girls than their smaller, less well-developed classmates. Sports, dating, jobs, and even relationships at home depend to some extent on how well developed you are physically. Even so, young people themselves tend to feel that this is more important than it really is. Left to herself, nature takes care of physical development rather well. It is just a matter of a few years before your body is mature and ready for adulthood. There are other phases of maturing that are even more important in the long run, and about which you can do something.

Intellectual Maturity

Intellectual maturity is not easy to measure. In fact, there seems to be no common agreement as to just what it involves. Generally speaking, you might think of intellectual maturity along the following lines:

1. A person is intellectually mature to the extent to which he can understand meanings. An infant does not understand words or numbers or gestures or signs. As he outgrows his babyhood, he begins to comprehend some of these meanings. The grown-up knows what most of the common symbols and signs stand for in his world. He can think abstractly without counting on his toes or fingering objects under discussion. Intellectual maturity involves handling the language of both the words and the signs of one's culture with understanding and comprehension.

2. A person is intellectually mature to the extent to which he can make up his mind. A child waits to see what his parents choose before making a decision. As a person matures, he is increasingly able to make his own decisions without waiting for someone else to tell him what to do.

3. A person is intellectually mature to the extent to which he can look at himself and his problems from outside himself. We call this being objective. It means being able to look at life without being unduly influenced by how one feels. It involves being able to view life without seeing oneself in its very center all the time.

4 A person is intellectually mature to the extent to which he can take responsibility for his own behavior and its consequences. When an accident occurs, some children blame someone or something, rather than admit that they were at fault. As we grow intellectually, we learn that we cannot always be perfect, that all of us make mistakes, and that when a mistake occurs, the grown-up way is to accept the responsibility and work it out the best we can.

5. A person is intellectually mature to the extent to which he is able to postpone judgments. When we are little, we are hasty in judging other people and situations. A little boy or girl says, upon being introduced to a stranger, "I do not like you; go away." A half-grown person may not say it, but will think, "I don't know her and I don't want to.

I don't like her, that's all". An adult recognizes intellectually that judgments cannot be made so hastily. Some people call this being open-minded. Most of all it means exercising the mental discipline required to get all the facts before making up your mind about anything. You are an intellectually mature adult when you reserve judgments until you are sure of what is involved.

6. A person is intellectually mature to the extent to which he can take a problem-solving approach to life's questions. When confronted with a new and baffling situation, the child may pretend it isn't there, cry, run away, or close his eyes and dash into the unknown. The more intellectually adult you are, the more able you are to recognize a new problem, accept it as present, have confidence that it can be solved by study and the application of sound principles, and, if it is your problem, begin to gather the facts that will eventually help you to work out the solution.

Intellectual Growth Is Up To You. So many things are involved in intellectual growth that its progress varies with the situation and with the person. Recent studies have indicated that the best environment for intellectual growth is one that is stimulating and offers people a chance to tackle real problems that can be solved. When the immediate situation is not stimulating, a person seems to mark time. When too much is demanded of him, he tends to become discouraged and stop trying. In between is a happy medium which makes for the best intellectual growth.

As long as you live, you can keep on growing intellectually if you want to. You can begin where you are, at any time, and grow to the next level of mental maturity. You keep from growing intellectually if you become mentally lazy. The alert, alive person who is willing to make the effort can build habits of thinking that will make him increasingly mature. Your most infantile habits of thinking are not fixed forever, unless you like them that way! You can always change for the better.

True intellectual maturity is rich in rewards. It frees the individual from real choices. Anyone who has ever had the thrill of standing on his own feet intellectually, following facts where they lead him, and making decisions on the basis of sound judgement, never wants to return to more infantile ways of thinking. At some times you are more intellectually mature than at others. One reason for this is that your intellectual maturity is so closely related to your emotional maturity.

Emotional Maturity

You learn ways of expressing your feelings from those around you. If you follow the example of mature people, you learn mature patterns of behavior.

The emotional maturity of children often reflects the emotional maturity of their parents. If a mother always cries when little things distress her, or a father habitually loses his temper when things do not go his way, their children may find it hard to learn more mature responses. Parents, like everyone else, have some emotional upsets from time to time. If these are not too frequent, too intense, or too infantile, the children usually grow up to be emotionally healthy and mature.

Information Sheet (Continued)

1. A person is emotionally mature to the extent to which he can restrain himself. When you were very young, you were emotionally explosive. When you felt anything, you expressed it impetuously. As you mature, you become more and more able to restrain those immediate impulses, to wait before expressing yourself.

2. A person is emotionally mature to the extent to which he recognizes and understands his feelings. A little child hardly knows what his feelings are and cannot tell which are hurtful and helpful. As you mature emotionally, you learn that some feelings cannot be poured out without making trouble. Hates and jealousies, and even some loves, may do harm if you blurt them out. So you become increasingly skillful at knowing how and when to express yourself, until at last you are capable of recognizing and sorting out your feelings in an adult way. This is a gradual lifelong process.

3. A person is emotionally mature to the extent to which he can express his emotions in wholesome, constructive ways. When Jimmy gets angry and hits his brother with a hammer, he is being harmfully aggressive. When Mary gets so frightened of a neighborhood dog that she cannot eat her supper, that is not good either. When a mother loves her son too suffocatingly, there may be trouble. Learning to express your feelings in ways that leave you and others stronger, happier, and better people takes a long while and brings you closer and closer to true maturity.

4. A person is emotionally mature to the extent to which he can carry heavy emotional burdens without cracking up under them. Most people have trouble some time or another. When you were little, minor things could be terribly upsetting. A toy was broken and you thought your heart would break. Later a friend moved out of town, and you felt that the end of everything had come. Your dog got sick, and you cried in anguished grief. As you grow older, you can take such things without becoming that upset. Heavier burdens come along. Your first real friend jilts you. Your mother is rushed to the hospital. Your father loses his job. These crises pass and you right yourself again, only to find other emotional burdens still to come.

An immature individual becomes racked with grief or hot with rage, or cracks up entirely, over situations that more mature persons are able to accept and live with.

You are emotionally mature when, although aware of what is happening, and inwardly sensitive to it, you no longer "go to pieces" in every disturbing situation. You have learned to see situations in perspective and to take them in stride because you know you can deal with them. This, you may say, is to "act your age" emotionally.

Managing Your Feelings Is Up To You. Feelings are real and cannot be banished. Recognition and acceptance of feelings about yourself and others is the first step in dealing with them. Some feelings you accept but keep to yourself. Some you express and share. Denial of your feelings builds up barriers to friendly relationships. Learning how to enjoy relationships with others and letting them know how you feel about them is part of growing toward emotional maturity.

If you really want to overcome your fears, or get over your temper, or change your emotional habits, you can do so. First you must accept yourself as you are. If you can do this

Information Sheet (Continued)

without too much feeling of guilt or shame, that is fine. If you can understand something of why you are as you are, that is so much better. You must realize that changes are not going to take place overnight. If you have spent sixteen years growing a lusty temper, it is not going to disappear by your merely wishing it to. Your progress will be more rapid if you have an understanding friend and counselor to encourage you. Step by step, you learn more and more control, you get more and more satisfaction from your progress and, with practice, find yourself becoming increasingly grown-up emotionally.

Emotional maturity helps you to make and keep friends and to be an attractive, charming personality. It contributes more than anything else to happiness in marriage. It is essential to your social well-being. Most social problems are caused by emotionally ill and infantile people. As more and more people develop emotionally mature personalities, our communities, our country, and our world will benefit greatly.

Social Maturity

Your social age is measured by your ability to get along with people. It involves so many skills and attitudes that it is difficult to measure accurately for anyone person at any one time. As you look back on your growth in relating yourself to others, you are impressed with the changes that have taken place over the years.

When you were a baby, you yelled for what you wanted. You expected other people to answer your demands and meet your needs without question. You were entirely on the receiving end of things for some time. Later on you learned to tease and cajole your parents into giving you what you wanted. This wasn't very grown-up, but such tactics were a step beyond the howling of your baby days. It wasn't long before you began to see that other people liked to have their wishes considered, too. So you developed skills in compromising. Sharing, real sharing, came much later, with the ability to cooperate. It developed slowly, for it is the most difficult, though the most mature way of getting along with others.

Teen-age boys and girls enjoy doing things together. They need the deepening friendships that develop. Mother - love and family affection are no longer completely satisfying, any more than the milk diet of infancy can satisfy the teen-age hunger for hamburgers. Supervision and guidance are now being supplemented by encouragement in which the teenager increasingly assumes responsibility for his own behavior.

The hopeful thing is that social maturity is largely learned. You learn how to live in a world of people. From the moment of your birth, you have been learning this through constant experience. How socially mature are you?

Ten Signs of Social Maturity

1. As you become socially mature, it becomes increasingly easy for you to accept others for what they are. You can become more and more interested in the vast variety of human beings, and enjoy exploring each new personality you meet. It is only when you grow really big, yourself, that you can see the bigness of others, appreciate their potentialities, and respond to the strong common bonds that make all people brothers under the skin.

Information Sheet (Continued)

2. A person is socially mature to the extent to which he can avoid labeling other people. It is childish to respond to the irritating behavior of others with the familiar labels of childhood: liar, piker, cheat, dumbbell, slob, sourpuss, and all the rest. It is only when you do not really understand others that you resort to these "false-face labels" which mask the other person and make him appear so unpleasant that you feel justified in behaving toward him as you do.

3. Of course you are not going to like everybody. Few people do. But as you become socially mature, you no longer have to place the blame for your dislike on the other fellow. You can say, "Other people like him (or her or it), and I would like to, but something in me makes it difficult." This approach helps you to avoid the labels that are always so childish, and it leaves the way open for you to meet, to know, and to enjoy a host of people whom you might otherwise miss entirely.

4. A person is socially mature to the extent to which he has emancipated himself from childhood dependencies upon his parents. Expecting your father to come to your rescue every time you get in a jam or looking to your mother to clean up the messes that you leave in the kitchen after a snack are marks of dependence whether you admit it or not.

   A socially mature adult can take responsibility for himself. He enjoys making his own decisions and living by them. He consults his parents about his choices and listens to their suggestions. But if he is truly mature socially, the final decisions is his own. The task of cutting apron strings from the parents is usually a difficult one for parents and young people alike. But emancipation from one's parents is a step toward social maturity.

5. A person is socially mature to the extent to which he can meet strangers easily. Little boys and girls often cry at the sight of a stranger face. Older people do not cry but may be embarrassed when they are introduced to strangers. Blushing, stammering, not knowing what to do with the hands or feet, finding nothing interesting to say, and avoiding such meetings are all common reactions among people of even high-school age.

   When you become socially mature, you do not find other people nearly so frightening. You have the skills it takes to put another person at his ease. You openly enjoy making new friends. You feel at ease with people of both sexes and all ages in any number of situations. The nice thing about it is that you yourself can develop this kind of social maturity.

6. A person is socially mature when he can enjoy both being a member of a group , and being alone. As you grow up socially, you discover groups that genuinely enjoy. You become selective in your activities with friends. You do things with other people that bring you real satisfaction and a sense of well-being. You are increasingly able to refuse invitations to join or take part in activities that are meaningless, worthless, or harmful.

   A socially mature person is not afraid to be alone. Because he has matured socially, he does not have to go on proving his "popularity" to himself or to the others through

Information Sheet (Continued)

constant participation in groups. He can enjoy being alone with his thoughts, his work, or his interests, without fear of being misunderstood. He is learning to enjoy "the islands of solitude" that every mature person needs in his life.

7. A person is socially mature to the extent which he can make and keep friends of both sexes. Little children often like people for what they can get from them. At three you liked your favorite aunt because she always brought you toys and candy. At thirteen you liked her because she took you on a trip. Still later you both may be able to enjoy each other as companions, neither of you thinking about what one can do for the other.

   Dating in high school can be of two kinds -- demanding and possessive, or companionable. The difference lies in the way the friends feel about each other. In both friendship and dating, mature people are not demanding, or possessive, and there is no jealousy involved. They share true affection for each other, take an interest in each other's welfare and development, feel a deep mutual loyalty, and enjoy an easy companionship in which each can be his real self without offending the other.

8. A person is socially mature to the extent to which he can work with others democratically. If he has to be boss all the time, or even some of the time he still has some growing up to do. If he has to have someone around telling him what to do, he is not mature. The mature person enjoys planning with others. He is able to accept others as they are, to approach a problem confidently, knowing that together they can work it out, step by step, to a mutually satisfactory solution.

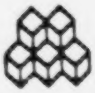
9. A person is socially mature to the extent to which he can accept and abide by rules and laws of the group of which he is a part. Children sometimes enjoy seeing how far they can go. Often a teenager likes to defy convention just to show how "smart" he is. There may be a thrill in running through a red light, or in seeing what you can get away with on an honor exam, or in stepping over the line in any number of ways, but it is a thrill only not-quite-grown-up's enjoy.

   Truly mature people find out what the rules are and adjust to them. If the rules make sense they obey them. If the rules need changing, they set about changing them; but they do so in orderly ways, according to the rules for changing rules! The socially mature person does not enjoy flaunting convention or sneaking out from under the customs of his group. He takes responsibility not only for himself, but also for the group of which he is a part.

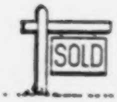
10. A person is socially mature to the extent to which he makes a constructive contribution to the world about him. Children are not expected to contribute to group life; adults are. Creative, constructive work is an important distinction between children and adults anywhere. As soon as you find something you can do that the world needs done, you begin to feel like an adult. That is one of the reasons why guidance to help you find a satisfying vocation is so important. It is also the reason why our grandfathers thought work was good for the soul.

THE CRITERIA OF EMOTIONAL MATURITY

1. Having the ability to deal constructively with reality.



2. Having the capacity to adapt to change.



3. Having the relative freedom for symptoms that are produced by tensions and anxieties.

4. Having the capacity to find more satisfaction in giving than in receiving.

5. Having the capacity to relate to other people in a constant manner with mutual satisfaction and helpfulness.

6. Having the capacity to sublet, to direct one's instant hostile energy into creative constructive outlets.

7. Having the capacity to LOVE AND BE LOVED.

R-I-A-3a (2) [1]

COURSE: Relationships

UNIT: Individual

TOPIC: Personal Responsibilities (Individual)

LESSON: Personal Wellness

PROCESS SKILLS: The student will:

1. Examine personal responsibilities in relation to self and wellness.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

M/V 1. Have students fill out and graph the "Wellness Inventory" sheet. Draw a median line on the graph to demonstrate what areas need more attention. From this activity have students make a specific goal to improve one area and check back with them periodically to see how they are progressing. This would be an excellent area to use the FHA/HERO planning process.

R/V 2. Using overhead "Healthy People," discuss the points listed by pointing out individual uniqueness.

V 3. Discuss the concept of wellness with students. Refer to handout "What is Your Level of Wellness?" Students check each statement that is true for them, count the number of checks in each area and refer to scoring directions on the bottom of the page.

R-I-A-3a (2) [2]

Activity 1

Name ______________________

____

WELLNESS INVENTORY

Directions:

1. Mark each statement with either ++, +, or 0.

2. KEY: ++ means all the time that particular statement is true.
   + means sometimes that particular statement is true.
   0 means that particular statement is never true.

3. SCORING: For each ++ you mark, give yourself (2) points.
   For each + you mark, give yourself (1) point.
   Do not record any points for (0).

4. After adding the total points for each section, record the scores on the lines opposite each section below.

	Personal Scoring	Total Points
SECTION 1:	Productivity and Rest	
SECTION 2:	Personal Care and Safety	
SECTION 3:	Nutrition	
SECTION 4:	Environment	
SECTION 5:	Physical Environment	
SECTION 6:	Emotion	
SECTION 7:	School and Community	
SECTION 8:	Creativity	

5. Place your score or total points for each wellness section on the graph. Draw a line to connect each dot.

WELLNESS GRAPH

Section	1	2	3	4	5	6	7	8
20								
18								
16								
14								
12								
10								
8								
6								
4								
Points								

Activity 1 (Continued)

SECTION 1: **Productivity and Rest**

++ + 0

___ ___ ___ 1. In general, I enjoy my daily routine of work, study and play.

___ ___ ___ 2. I do not feel tired and exhausted (except after vigorous physical activity).

___ ___ ___ 3. I fall asleep easily at bedtime.

___ ___ ___ 4. At night I sleep soundly and feel refreshed upon awaking in the morning.

___ ___ ___ 5. I do not bite my nails.

___ ___ ___ 6. I can put aside problems which cannot be solved immediately and can enjoy myself.

___ ___ ___ 7. I am satisfied with the work I produce at school and at home.

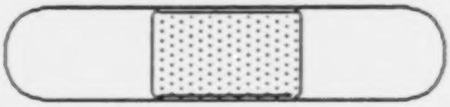
___ ___ ___ 8. I can work well by myself as well as with others in a group task.

___ ___ ___ 9. I find 10-20 minutes every day when I can be myself.

___ ___ ___ 10. I concentrate well and finish most tasks I begin.

_________ TOTAL POINTS

SECTION 2: **Personal Care and Safety**



++ + 0

___ ___ ___ 11. I protect my room from health and safety hazards and try to do the same for my home.

___ ___ ___ 12. I keep my stereo or radio turned down to a safe sound level.

___ ___ ___ 13. I use dental floss and a soft toothbrush daily.

___ ___ ___ 14. I do not smoke or chew tobacco.

___ ___ ___ 15. I do not take drugs or drink alcoholic beverages.

___ ___ ___ 16. I keep my body clean and wash my hair regularly.

___ ___ ___ 17. I have fewer than three colds a year.

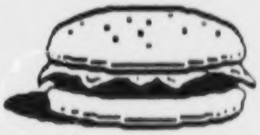
Activity 1 (Continued)

___ ___ ___ 18. I minimize my exposure to chemical sprays and fumes which may be hazardous.

___ ___ ___ 19. I avoid extremely noisy areas (discos,dances) or frequently take breaks away from the noise.

___ ___ ___ 20. I have a physical examination at least once every two years.

________ TOTAL POINTS



SECTION 3: **Nutrition**

++ + 0

___ ___ ___ 21. I eat some uncooked fruit or vegetables each day.

___ ___ ___ 22. I drink at least 8 glasses of water daily.

___ ___ ___ 23. I refrain from taking any kind of medications or vitamins unless recommended by my physician.

___ ___ ___ 24. I drink less than five soft drinks per week.

___ ___ ___ 25. I avoid eating foods with high amounts of sugar added.

___ ___ ___ 26. I avoid adding extra salt to my food after it has been prepared.

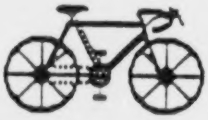
___ ___ ___ 27. I chew my food thoroughly and do not gulp it.

___ ___ ___ 28. I drink fewer than three cups of coffee or tea (excluding herbal teas) a day.

___ ___ ___ 29. I have a good appetite and maintain within 15 lbs. of my ideal weight.

___ ___ ___ 30. I eat three nutritionally balanced meals each day.

________ TOTAL POINTS



SECTION 4: **Environment**

++ + 0

___ ___ ___ 31. I walk, ride a bike or ride in a carpool whenever possible.

___ ___ ___ 32. I turn off lights or appliances when they are no longer being used.

___ ___ ___ 33. Instead of destroying them, I recycle or find further use for papers, cans, glass, clothing, organic wastes, etc.

Activity 1 (Continued)

___ ___ ___ 34. I avoid turning water faucets on full force or leaving the water run longer than necessary.

___ ___ ___ 35. I am conscientious about wasted energy and materials at home, school, and other places.

___ ___ ___ 36. I place all trash in an acceptable container.

___ ___ ___ 37. When hunting or fishing, I only take my limit or below. (Give yourself ++ if you do not hunt or fish.)

___ ___ ___ 38. I encourage my family to keep the thermostat at 68 degrees or below in the winter (and 78 degrees or above for the air conditioning in the summer).

___ ___ ___ 39. I use air conditioning sparingly at home or in the car.

___ ___ ___ 40. I help plan family errands so that our car is used more efficiently.

________ TOTAL POINTS

SECTION 5: **Physical Activity**

++ + 0

___ ___ ___ 41. I climb stairs rather than ride elevators or escalators.

___ ___ ___ 42. My daily activities include moderate exercise (babysitting, yard work, housework or comparable energy requirements).

___ ___ ___ 43. At least twice a week I am involved in an activity which improves my sense of balance (bicycling, roller skating, etc.).

___ ___ ___ 44. I develop large muscle coordination skills at least three times a week through such activities as jumping rope, swimming, running.

___ ___ ___ 45. I exercise vigorously for 12-20 minutes at least three times a week.

___ ___ ___ 46. I walk or ride a bike at least 20 minutes each day.

___ ___ ___ 47. I enjoy physical activity and feel refreshed and relaxed after exercising.

___ ___ ___ 48. I improve my fine motor control by practicing a musical instrument or by playing frisbee, pinball machines, etc.

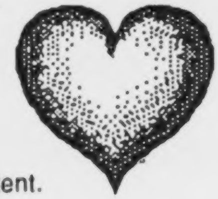
___ ___ ___ 49. I do some form of stretching or limbering exercise for 14-20 minutes at least twice a week.

Activity 1 (Continued)

___ ___ ___ 50. I have a personal fitness program that I follow regularly.

_________ TOTAL POINTS

SECTION 6: **Emotions**



++ + 0

___ ___ ___ 51. I am basically happy and content.

___ ___ ___ 52. I believe it is alright to have occasional feelings of anger, fear or sadness as well as joy and pleasant feelings.

___ ___ ___ 53. I do not reject my feelings of anger, fear, sadness or joy but instead find an acceptable way to express them.

___ ___ ___ 54. I can laugh easily.

___ ___ ___ 55. Whenever I feel it is necessary to say "no" to people, I can do so without feeling guilty.

___ ___ ___ 56. I feel good when others compliment me and show sincere interest in me.

___ ___ ___ 57. I believe crying is acceptable and allow myself to do so.

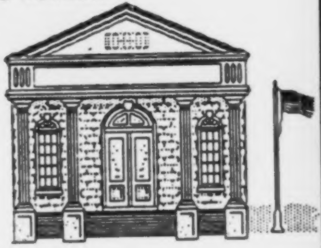
___ ___ ___ 58. I try to regard criticism as a suggestion to help me improve rather than as a put-down to humiliate me.

___ ___ ___ 59. I find it easy to compliment others when they have done well.

___ ___ ___ 60. I seek help from my friends, family members and teachers as needed.

_________ TOTAL POINTS

SECTION 7: **School and Community**



++ + 0

___ ___ ___ 61. I keep informed of school, local, national and world events.

___ ___ ___ 62. I participate in my school and student council decisions.

___ ___ ___ 63. I am a member of a school or community organization (club, church group).

___ ___ ___ 64. Whenever possible, I contribute time to help with school or community events.

Activity 1 (Continued)

___ ___ ___ 65. I attempt to get to know others in school and to be friendly with them.

___ ___ ___ 66. If I saw someone committing a crime or destroying property, I would report it.

___ ___ ___ 67. When riding a bike or driving, I am considerate of pedestrians, other drivers or bicycle riders.

___ ___ ___ 68. If I saw a car or a bicycle with an obvious defect, I would notify the driver.

___ ___ ___ 69. If I saw a broken bottle or nails lying in the road or on the sidewalk, I would pick them up.

___ ___ ___ 70. I know the administrators in my school.

________ TOTAL POINTS

SECTION 8: **Creativity**

++ + 0

___ ___ ___ 71. I enjoy expressing myself through a creative activity such as art, writing, dance, music, drama, sports, etc.

___ ___ ___ 72. I enjoy having some free time for whatever I personally choose to do.

___ ___ ___ 73. I enjoy touching other people in a way that is acceptable to them.

___ ___ ___ 74. I enjoy being touched by other people in a way that is acceptable to me.

___ ___ ___ 75. Each month I meet new people whom I would like to get to know better.

___ ___ ___ 76. I have at least one close friend.

___ ___ ___ 77. I enjoy being alone occasionally and feel that it is good for me.

___ ___ ___ 78. I feel comfortable with myself and my future.

___ ___ ___ 79. I enjoy using my imagination to think of new ideas, thoughtful actions and solutions to my problems.

___ ___ ___ 80. I want to live to be at least 75 years old.

________ **TOTAL POINTS**

Activity, 2

HEALTHY PEOPLE

- are never perfectionists
- know how to laugh at life
- know how to stay young
- always have new goals
- make the most of what they have
- make unique lemonade if life hands them a lemon
- love to be alone
- make sure they live a good day each day
- have trust
- are in touch with feelings
- have an educated life

Activity 3

Name ______________________
____

WHAT IS YOUR LEVEL OF WELLNESS?

Directions: Place a check (√) in the blank by each statement that is true for you. Count the number of checks in each area and refer to the scoring directions below.

Physical Health

___ I seldom feel tired or run down.
___ I sleep at least 8 hours per night.
___ I regularly use dental floss and a soft toothbrush.
___ I do not use tobacco.
___ I keep within 5 pounds of my ideal weight.
___ I use the stairs instead of the elevator whenever possible.
___ I do at least 20 minutes of aerobic exercise at least 3 times a week.
___ I eat breakfast every day.
___ I do not use alcohol or non-medical drugs.
___ I relax at least 10 minutes each day.
___ I limit my intake of sugar and salt.
___ I eat a balanced diet that includes a variety of foods.

Mental Health

___ I ask for help when I need it.
___ I am happy most of the time.
___ Sometimes I like to be alone.
___ I can name three things I do well.
___ I feel okay about crying and allow myself to do so.
___ I give others sincere compliments.
___ I can accept compliments.
___ I listen to and think about constructive criticism.
___ I am able to say "no" to people without feeling guilty.
___ I can be satisfied with my effort if I have done my best.
___ I express my thoughts and feelings.
___ I have at least one hobby or interest I pursue and enjoy.

Social Health

___ I meet people easily.
___ I am comfortable entering into conversations with new acquaintances.
___ I continue to participate in an activity even though I don't always get my way.
___ I have at least one or two close friends.
___ When working in a group, I can accept other people's ideas and suggestions.
___ I can say "no" to my friends if they are doing something I do not want to do.
___ I can accept differences in my friends and classmates.
___ I usually have success making friends with females my age.
___ I usually have success making friends with males my age.
___ I am comfortable carrying on a conversation with an adult.
___ If I have a problem with someone, I try to work it out.
___ I avoid gossiping about people.

Scoring: The highest possible score for each area is 12. If your total score is 10 to 12, your level of health in that area is very good. A score of 7 to 9 is good, 4 to 6 is fair, and below 4 indicates an area you may need to work on.

COURSE: Relationships

UNIT: Individual

TOPIC: Personal Responsibilities

LESSON: Leadership Skills

PROCESS SKILLS: The student will:

1. Examine personal responsibilities in relation to self and others.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

1. Show the filmstrip Leadership Skills from Glencoe Publishing Company 1989, activity sheets are provided and you can choose those most appropriate to your students needs.

V 2. Use the information provided to discuss types of leadership. Have students consider their lives and what types of leadership they come in contact with. In addition, have them explore what types of situations they see the leadership happening in.

R/W 3. Have students complete "What Type Of Leader Are You?" and discuss their leadership analysis.

W/V 4. Have students brainstorm a list of daily tasks they are responsible for, then have them discuss who would be effected if they did not uphold their responsibilities.

INFORMATION SHEET
INDIVIDUAL LEADERSHIP

Leaders are needed at all levels of human organizations.

Countries
Cities
Schools
Families
States
Businesses
Clubs

TYPES OF LEADERSHIP

- Autocratic - demands the cooperation of others. The autocratic leader has full control of the group and makes all the decisions for the group.
  - stresses goals
  - follower get results and reach goals
  - may seem harsh at times
  - followers receive the satisfaction of knowing they have done more than they thought they could do
  - this type is good for those people who like to be told what to do

- Democratic - stresses the needs and wishes of individuals.
  - matters of policy are discussed by the group
  - members are encouraged to participate in decision making by voting
  - members have the power to select a leader to act in their best interest
  - trust in the leader to make some decisions for the group
  - if leader fails to consider the members' wishes, they have the power to choose a new leader

- Laissez-faire - allows true freedom.
  - members may do whatever they want to do
  - group is not pressured to move forward on a schedule
  - may be quite a bit of activity among the group members, but a lack of organization may prevent them from actually reaching any goals
  - members may feel that little has been accomplished in spite of their individual efforts

Which type is Best?

All have their advantages:

- Autocratic - may be needed to help some people be productive.
- Democratic - takes advantage of members' ideas and provides enough organization to accomplish goals.
- Laissez-faire - allows a great deal of individual creativity, even though it may result in a low degree of productivity.

The secret to achieving the best type of leadership:

- know how and when to use all three types of leadership.
- vary the leadership style to fit the individuals in the group and the situation.
- take care not to become a bossy autocrat, or allow things to get sloppy with laissez-faire.
- democratic leadership usually works best, but you can't count on it to work in every situation.

Activity 3

Name ______________________

____

WHAT TYPE OF LEADER ARE YOU?

Directions: After reading, place a check in the column that best represents how you feel about each statement. When you finish, count the checks in each column to determine your totals. Then read the leadership analysis and answer the questions at the bottom of the page. A = Always, O = Often, ST = Sometimes, S = Seldom, N = Never.

STATEMENTS	A	O	ST	S	N
1. I like to make the final decision when I am involved in an activity.					
2. I am quick to introduce myself when I meet a stranger.					
3. When I am in charge, I try to keep a little distance between the group members and me.					
4. I find it fairly easy to offer constructive criticism.					
5. I think the leader should handle problems rather than refer them to a committee for a solution.					
6. When I am in charge, I contact my followers regularly to be sure they are performing their jobs well.					
7. Conflicts within a group should be handled firmly.					
8. I am offended by persons who criticize my point of view.					
9. When I work with others, I expect cooperation.					
10. I am very conscious of achieving goals when I work with groups.					
11. I am very specific when I ask others to do things so they will know exactly what I want.					
12. I like rules that spell out specific behaviors so people know what is expected of them.					
LEADERSHIP ANALYSIS **TOTALS**					

LEADERSHIP ANALYSIS:

- If most of your choices were marked in the ALWAYS and OFTEN columns :
  -You tend to be an autocratic leader.
- If most of your choices were marked in the SELDOM and NEVER column:
  -You tend to be a laissez-faire leader.
- If most of your choices were marked in the SOMETIMES column:
  -You tend to be a democratic leader.

Activity 3 (Continued)

What can you do to improve your leadership skills?

COURSE: Relationships

UNIT: Individual

TOPIC: Others

LESSON: Communication, Interpersonal Skills, and Leadership Skills.

PROCESS SKILLS: The student will:

1. Examine personal responsibilities in relation to self and others.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

1. Teach students the theory, concept and application of Transactional Analysis.

V 2. Have students be a silent observer in their peer conversations and ask them to identify and label parent statements, child statements and adult statements that they overhear in those conversations. Ask them to share those statements with the rest of the class.

V 3. Create scenarios which have dialogues of cross interactions of the three ego states. Ask the students to role play how to restore the cross interactions to a parallel interaction in the course of the conversation.

4. Teach students the theory, concepts and application of Assertiveness Training.
* See Assertiveness Training Information Sheets.

R/W 5. Have students complete the "Assertiveness Inventory Questionnaire."

RESOURCES:

1. Games People Play by Eric Bernd.

INFORMATION SHEET
Assertiveness Training

Non-Assertive, Assertive, and Aggressive Styles of Behavior*

Non-Assertion -	is failing to stand up for oneself, or standing up for oneself in such an ineffectual manner that one's rights are easily violated.
Assertion -	is standing up for oneself in such a way that one does not violate the basic rights of another person. It's a direct, honest and appropriate expression of one's feelings and opinions.
Aggression -	is standing up for oneself in such a way that the rights of the other person are violated in the process. It's an attempt to humiliate or put down the other person.

	Non-Assertion	Assertion	Aggression
Characteristics:	Indirect, self-denying, inhibited, hidden bargains, emotional dishonesty and double messages	Direct, expressive leveling, appropriately emotionally honest	Direct, domineering at expense of another person, cutting off communication. "Putting down others."
Your feelings when you engage in this behavior	Hurt, anxious at the time and, possibly, anger later	Confident, self-respect at the time and later	Righteous, superior, deprecatory of others at the time and possibly guilty later
The other person's feelings about him-self/herself when you engage in this behavior	Guilty or superior	Valued, respected	Hurt, humiliated, defensive
The other person's feelings toward you when you engage in this behavior	Irritation, pity, disgust	Generally respect	Vengeful, angry

Source: Human Resource Development Associates. Patricia Jakubowski - Spector, University of Missouri. Inserts from Marriage Minded Curriculum Guide compiled by Maxine Bormuth and Ellen Buchanan.

ASSERTIVENESS TRAINING

Verbal and Non-Verbal Components of Behavior

	Non-Assertive	Assertive	Aggressive
I. Verbal	Apologetic words, veiled meanings, hedging: failure to come to point, rambling, disconnected, at loss for words, failure to say what you really mean "I mean," "You know."	Statement of wants, honest statement of feelings, objective words, direct statements which say what you mean, "I" messages.	"Loaded" words, accusations, descriptive, subjective terms, imperious, superior words, "You" messages that blame or label.
II. Non-Verbal A. General	Actions instead of words; Hoping someone will guess what you want; Looking as if you do not mean what you say	Attentive listening, behavior, general assured manner, communicating caring and strength.	Exaggerated show of strength, flippant, sarcastic style, air of superiority.
B. Specific 1. Voice	Weak, hesitant, soft, sometimes wavering.	Firm, warm, well-modulated, relaxed.	Tense, shrill, loud, shaky, cold "deadly quiet," demanding, superior, authoritarian.
2. Eyes	Averted, downcast, teary, pleading.	Open, frank, direct eye contact, but not staring.	Expressionless, narrowed, cold, staring, not really seeing you.
3. Stance/ posture	Lean for support, stooped, excessive head nodding.	Well balanced, straight on, erect, relaxed.	Hands on hips, feet apart; stiff and rigid; rude, imperious.
4. Hands	Fidgety, fluttery, clammy.	Relaxed motions.	Clenched; abrupt gestures. Finger pointing; fist pounding.

Source: From the New Assertive Woman by Bloom, Coburn, Pearliman

ASSERTIVENESS TRAINING

Saying No

What does NO mean? In a two-year-old it is an assertion of independence. Each refusal to eat spinach or take a nap sharpens the young child's awareness that she's a separate person. In adult life, a well-considered NO serves a similar purpose. It's one way of saying, "I have a right to be me." There's nothing shameful about defining the limits of your generosity and tolerance. The woman who makes selflessness a life principle is denying her own humanity. Though they behave as if they are more noble than the people they help, they actually see themselves as less deserving. Their time and energy are unimportant. What she doesn't understand is that the truly unselfish person must love herself as well as others. "If it is a virtue to love my neighbor as a human being," says Erich Fromm, "it must be a virtue -- and not a vice -- to love myself since I am a human being, too."

Why is it so important to learn to say no? Because every time you give in to an inconsiderate person, you build up resentment. If you smile gallantly and say, "I'll be glad to," in your friendliest tone, no one guesses how angry you are. Eventually, though, the anger surfaces -- often on the most trivial provocation.

If you constantly say yes, ignoring your own needs while doing for others, you begin to feel the world owes you something. Vast stores of unreleased anger may lead to depression or produce skin rashes, headaches, ulcers, and other psychosomatic complaints. As such a person ages, he may wallow in self-pity or turn tyrant. Because he chose to spend his years meeting the needs of others without learning to say no, he never defined himself, never really grew up.

For a gesture to be truly helpful and appreciated, it must be offered spontaneously by someone who WANTS to lend a hand. If you're constantly saying YES only to end up feeling exploited and unappreciated, you're probably saying YES for the wrong reasons. Here are some of the most common reasons:

1. To win approval and acceptance;
2. to convince yourself you are a good person;
3. to avoid hurting someone's feelings;
4. to protect the family image; and
5. to put others in your debt.

When should a self-respecting person say NO? Here are some guidelines:

1. Say no to anything that would make you feel badly.
2. Say no to thoughtless requests.
3. Say no to violations of your own values and standards.
4. Say no if you think it would be wrong for the other person.
5. Say no to doing what another should do for himself.
6. Say no to requests that conflict with your priorities.
7. Say no to committing others against their will.

Information Sheet (Continued)

How to say NO:

1. Say no promptly before too many hopes are raised
2. Don't feel obliged to justify refusal
3. Try to speak without impatience.or anger
4. Avoid getting caught up in a whole series of no's to the same person
5. Try to offer a counter proposal when making a difficult refusal

A mature person realizes that he/she can only be effective in helping others if he/she is a whole person. In short, the first obligation is to oneself.

BILL OF ASSERTIVE RIGHTS

1. **Right to be treated with respect (by self and others)**
2. **Right to have your own feelings and opinions, to express them when and if you decide.**
3. **Right to be listened to and taken seriously.**
4. **Right to set your own priorities without having to explain or justify your behavior.**
5. **The right to say "No" without feeling guilty.**
6. **The right to ask for what you want and get what you pay for.**
7. **The right to ask for information from others. It's okay to say, "I don't know" or "I don't understand."**
8. **The right to make mistakes and be responsible for them or be illogical.**
9. **The right to decide if you will take responsibility for finding solutions to other people's problems.**
10. **You have the right to change your mind.**

Source: Compiled from Assertiveness Training Materials, by Della Cowing. Human Resources Development Associates of Ann Arbor.

Activity 5

Name ______________________________
____

ASSERTIVENESS INVENTORY

Directions: Answer each question by checking the appropriate space. A = Always, O = Often, ST = Sometimes, N = Never.

		A	O	ST	N	RANK
1.	Do you buy things you don't want because it is difficult to say "no" to the salesperson?					
2.	Do you hesitate to return items to a store even when there is a good reason to do so?					
3.	If someone annoys you by talking during a movie, play or concert, do you ask them to be quiet?					
4.	Do you begin conversations with new acquaintances or strangers without waiting for them to initiate the interaction?					
5.	When a person is highly unfair, do you call it to their attention?					
6.	Are you openly critical of other's ideas, opinions, behavior?					
7.	When a latecomer is waited on or served before you are, do you call attention to the situation?					
8.	Do you find it difficult to criticize a subordinate?					
9.	When a friend makes an unreasonable request are you able to refuse?					
10.	Can you criticize friends or bosses openly?					
11.	Can you praise a friend or business associate openly?					
12.	Do you avoid certain people or situations for fear of embarrassment?					
13.	When someone compliments you, do you know what to say?					
14.	Are you able to ask favors or make requests of your friends?					

Activity 5 (Continued)

	A	O	ST	N	RANK
15. Are you prone to fly off the handle?					
16. Are you reluctant to speak up in a discussion or debate?					
17. If a person has borrowed money (or book, garment, thing of value) and is overdue in returning it, do you mention it?					
18. Do you continue to pursue an argument after the other person has had enough?					
19. Do you find it difficult to maintain eye contact when talking to another person?					
20. In a good restaurant, when your meal is improperly prepared or served, do you ask the waiter/waitress to correct the situation?					
21. Do you insist that your landlord (mechanic, repairman, etc.) make repairs, adjustments or replacements which are his responsibility?					
22. Do you step in and make decisions for others?					
23. If you are disturbed by someone smoking near you, do you say so?					
24. Do you finish other persons' sentences for them?					
25. When you differ with a person you respect, are you able to speak up and present your own viewpoint?					
26. Do you show your anger by name calling or obscenities?					
27. Would you rather bottle up your feelings than make a scene?					

- Circle the answers that indicate you have a difficulty with assertiveness.
- Rank order the five that seem most important, or are giving you the most trouble. Put the numbers in the column at the far right.
- Write a sentence about the five explaining your assertive problems with each. Use the space below and the back of this sheet, if necessary, for your sentences.

COURSE: Relationships

UNIT: Individual

TOPIC: Role Expectations

LESSON: Family

PROCESS SKILLS: The student will:

1. Analyze the individual's role in family, community, and culture.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V 1. Write "A Family Is....." on an overhead. Have students make posters/collages with that theme. Discuss their projects and begin to talk about desirable family relationships. Use the "Definitions for Healthy Families" on or near the posters or collages.

R/W 2. By completing open-ended statements students become more aware of their beliefs, interests, likes and dislikes. Use the "Open-Ended Sentences" worksheet along with adding more if you would like. When the students have completed their sentences have them share on a voluntary basis. When finished talk about how these relate to the role expectations they have in/of their family or just families in general.

W/V 3. Use the Information Sheet to discuss: Communication, Commitment, Companionship, Concern, Confidence, Consideration, and Cooperation. Each student should complete a written assignment by determining a common family activity like doing family chores or planning a vacation. In their writing they should include the 7 C's and explain how each "C" should be used and what effects each "C" would have on the family activity.

V 4. Have students collect cartoons of families depicting the seven "C"s. Have them share and interpret the cartoons they found.

INFORMATION SHEET
FAMILY ROLE EXPECTATIONS

There are many important things for a family to have. Seven of these, starting with the letter C are: Commitment, Communication, Companionship, Concern, Confidence, Consideration, and Cooperation.

Families show concern for each other when the 7 "C"s are a part of their lives. Each of these words can be used as families work and play together. Think about a family doing these activities:

1. **Doing family chores**
2. **Planning a family vacation**

How would the 7 "C"s effect these common family activities?

Commitment: a pledge or promise to do something - dedicated to a long-term course of action.

Communication: a giving or exchanging of information - the art of expressing ideas.

Companionship: a close relationship or fellowship.

Concern: interest in or regard for a person or thing

Confidence: firm belief; trust; reliance.

Consideration: thoughtful or sympathetic regard for others.

Cooperation: joint effort.

Activity 1

DEFINITIONS FOR HEALTHY FAMILIES

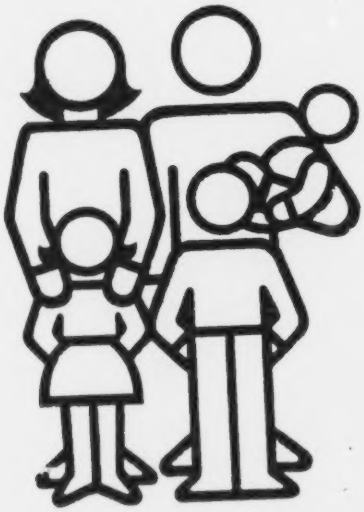
Loyalty
is not finding fault with each other in front of children.

Learning
trying to see the other person's point of view.

Liberty
is both of you making a list of "I promise not to's."

Love
is a feeling you have when you feel like you've never felt before.

Laughter
is singing one another's praises.



Activity 2

Name ______________________
____

OPEN-ENDED SENTENCES

Directions: You can become more aware of your beliefs, interests, likes and dislikes by completing open-ended sentences. Read and complete the following open-ended statements.

- People get married because....
- I would like to visit a family that....
- Families today are different than when my grandparents were young because....
- Each member of a family.....
- Some things I don't like about family quarrels are......
- It's a great feeling when my family.....
- I want my children to......
- My beliefs about roles in families are......

COURSE: Relationships

UNIT: Individual

TOPIC: Role Expectations

LESSON: Community

PROCESS SKILLS: The student will:

1. Analyze the individuals role in the community.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. Have students complete "My Responsibilities in the Community." This will cause them to consider the responsibilities of each individual in a community.

W 2. As a class, participate in a community service activity such as a park clean up or food collection for the needy. Emphasize the importance of each individual being responsible for the community as a whole, not just themselves. Have students write 2-3 paragraphs summarizing their experiences.

W 3. Discuss some current issues that are happening in your community. Have the students write to a congress person expressing their feelings and concerns about the specific issue. Have students exchange draft copies with a partner before the final letter is written. The teacher should preview the letters before they are sent.

R/W/V 4. Have the students investigate all the service organizations available to them in their community. They should call or visit each to get information on the organization, who is served, and what services are available. Have the students write up their findings to hand in and share them with the class.

Activity 1

Name ______________________________

____

MY RESPONSIBILITIES IN THE COMMUNITY

Directions: Read and complete the following questions completely. Be prepared to share your responses with the class.

1. List three service organizations available in your community (or surrounding communities). What services do they provide and who do they serve?

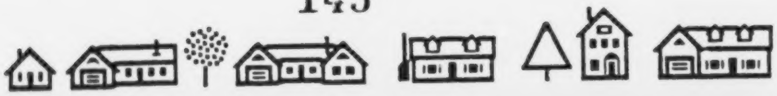
2. What service organization in your community would you be willing to help out in? Explain why.

3. What are the names of three influential people in your community (major, congress, board members, representatives, etc.). Include their position with their name.

4. What do you feel you personally have to give to your community? Explain.

5. What issues in your community do you believe need to be addressed? How might you assist in addressing this issue?

6. What are your feelings and opinions concerning community involvement in general?



COURSE: Relationships

UNIT: Individual

TOPIC: Role Expectations

LESSON: Cultural

PROCESS SKILLS: The student will:

1. Analyze the individuals role in culture.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/V 1. Have students look up current events articles on other cultures and identify role expectations in other countries. They should write up a report on their findings and share it with the class.

W/V 2. Have students divide into groups and chart different roles in other countries. What are the males, females, mothers, fathers, children etc. responsible for? What are families responsible for in their communities? How does it differ from our culture?

COURSE: Relationships

UNIT: Individual

TOPIC: Decision Making

LESSON: Steps of Decision Making

PROCESS SKILLS: The student will:

1. Develop personal decision making skills.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Using the information and transparency provided, discuss decision making and the process one should go through to make the best decision possible.**Note: For those that have FHA organizations, use the FHA decision making process.

R/W/CT 2. Have students read the provided case study. Discuss what they would do and why. How did they come to this decision? Discuss the types of decisions, the steps in making a decision and go through the problem again using the steps in making a decision.

W/V/CT 3. Ask students to keep a record for a week of decisions regarding "what to do" and how they made their decisions. Use "Now You Make A Choice" to break down one of the decisions they made that week. Students volunteer one decision for class discussion.

W/CT 4. Have students go through the steps in decision making with a decision they need to make. They should do this in a form that can be handed in for evaluation.

INFORMATION SHEET
DECISION MAKING

STEPS IN DECISION MAKING

STEP 1: Identify the situation or problem.

STEP 2: Consider the choices.

STEP 3: Select a course of action.

STEP 4: Put the plan into action.

STEP 5: Evaluate the results.

Information Sheet (Continued)

Step 1: DEFINE THE DECISION

- State the decision to be made as clearly as possible. Statement should be general in nature. Don't focus on alternatives.
- Describe the decision you are going to make in writing.
- Consider the importance of the decision (major or minor?).

Step 2: IDENTIFY GOALS, EXAMINE VALUES, AND CONSIDER RESOURCES

- State your goal or goals related to this situation. The goals are the results you want from the decision.
- Identify which of your values and your family's values are important in this decision situation. Values are very important since their is not one "correct" choice.
- If the goals and values conflict, you will need to decide which goals and which values are most important. Prioritize.
- Think about all the resources you have available to help you make a decision. Know what you want to find out and where to look. Inside yourself is a good place to start, then go outside yourself to parents, friends, boss, etc.

Step 3: THINK EACH OPTION THROUGH

- **Determine your alternatives:**
  - Think of all the choices you have. Consider all your resources.

- **Analyze the consequences of each alternative:**
  - The consequences are what happens if you choose the alternative. They are the outcomes of the alternative actions. Identify the advantages and disadvantages for each alternative. To identify these, try imaging what it would feel like to experience each choice.

- **Help with assessing risks, costs, and benefits:**
  - Cost is the sacrifice in terms of money, energy, opportunity, power, prestige, time, etc. Benefits can be the rewards of the alternative in these same terms. Risks are those alternatives that are somewhat uncertain in terms of these same criteria. For every choice, in a give situation, try to identify the obvious risks, costs, and benefits.

STEP 4: MAKE THE CHOICE

- **Choose an alternative:**
  - When you make a choice, opportunity costs are involved. This is the cost of what is given up choosing this alternative over the others.

- **Put your decision into action:**
  - A choice is only a decision when you act on it.

- **Some help with acting on decisions:**
  - If you feel unsure of your decision, try answering the following questions; What is the worst that could happen? How would I feel if it did happen? How likely is

Information Sheet (Continued)

this worst case scenario? What is the best possible outcome? What is the most likely outcome of your decision?
- If the answers to these questions bring up unbearable consequences, then reconsider your decisions.

- Now act!

STEP 5: **EVALUATE YOUR DECISION**

- **Decisions versus outcomes:**
  - A decision is the act of choosing or selecting from among two or more alternatives based on your judgment. An outcome is the result of that decision plus some events that are generally beyond your control.

- **Criteria for evaluating decisions:**
  - A good decision is one in which the decision maker has used the decision-making skills.

Activity 2

Name ______________________

____

CASE STUDIES

Directions: Read the following case studies. Go through the decision making process and determine what decision you would make.

Sarah is a 16-year-old junior. She lives on a farm with her parents 15 miles from town. Her friend Dave lives two miles away. Sarah is a member of her school track team. She participates in several other school organization. She also enjoys getting together with her friend on weekends. Sarah needs transportation to these activities and to school and back home.

Mrs. Johnson reached in her purse to pay a student for a candy order she had placed. She knew that she had a ten dollar bill when she had left for school but the bill is missing when she goes to look. You saw who took her money. Do you share this information with anyone? Do you tell Mrs. Johnson. If you tell her everyone will call you a narc (snitch). What do you do?

In your junior year of high school you discover you need 18 credits to graduate. You will have 15 by the end of this school year. That means if you go to summer school, you could graduate early - after one semester of your senior year. But then what will you do? Are you ready to start college early? Maybe you could work for the extra semester and get a head start toward saving for college.

Activity 2 (Continued)

Your parents are going out of town for the weekend. They said you could get together with your friend on Saturday night to go to a movie, out to eat or over to their house to watch a video. Saturday comes, your friend indicates she knows where there is going to be a great party with college age kids. It sounds fun but how can you be sure your parents won't find out? Do you go and hope they don't find out? Do you tell your friend that you can't go? What is your decision?

You are a senior in high school considering your job options for summer employment. You plan on attending college in the fall therefore it is important that you make money that will help support your college endeavors. Your first choice is a babysitting job for $3.00 per hour, 8 hrs. a day, 5 days a week. The second choice is a park maintenance job at $4.00 per hour, 5 hrs. a day, 5 days a week. The final choice is a job at a restaurant washing dishes and busing tables at $4.25 per hour, 5 days a week and some weekend days. Which job should you take? Which will provide the most support for college?

You need to decide where you want to go to college. You are interested in becoming a veterinarian. Your father is a faculty member at the small university in town. If you were to attend this college, your tuition would be free. The program they have to offer you in veterinary medicine is mediocre. You wouldn't need to work while you are going to school. Several of your friends plan on attending this college. You are also considering going to a large out of state university. Tuition is very high but their program in veterinary medicine is one of the best. In order to help cover the cost of college you would need to work. Your counselor recommends this university highly. Where will you choose?

Activity 3

Name ______________________

____

NOW YOU MAKE A CHOICE

Directions: Consider one decision you had to make this week and break it down using the following steps to help you make the wisest choice.

STEP 1: DEFINE THE DECISION.

STEP 2: IDENTIFY GOALS AND VALUES

STEP 3: CHECK OUT YOUR OPTIONS.

Option 1:

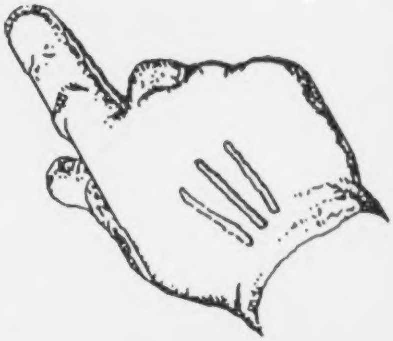
Option 2:

Option 3:

Pros of Option 1:	Cons of Option 1:
Pros of Option 2:	Cons of Option 2:
Pros of Option 3:	Cons of Option 3:

STEP 4: MAKE THE CHOICE
My Decision:

STEP 5: EVALUATE YOUR DECISION



COURSE: Relationships

UNIT: Individual

TOPIC: Dealing with Stress

LESSON: Factors That Influence Stress:
- a. self
- b. family
- c. school
- d. friends
- e. other activities
- f. work and financial

PROCESS SKILLS: The student will:

1. Develop positive strategies for coping with stress.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Brainstorm the word "stress." What it is? What causes it? How can a person alleviate it? What techniques can one use?

T/W 2. Have students wear Biodots-stress dots (see resource section). Discuss what they are and how they work. They should keep a diary of the color of their dot at different times of their day; where they were, what they were doing, and what happened to change the color?

W/V 3. Use information in cooperative learning groups. Give each group a separate handout and have them review the information with the class.

RESOURCES:

1. Bio-dots available from:
   a. Biofeedback Inc. of Boulder, CO
   or
   b. Biodots International, P.O. Box 2246, Indianapolis, IN 46206, 317-637-5776 or 1-800-272-2340. Approximate cost of dots is 100 for $10.00 + $1.50 postage. Delivery in 3-4 days.

INFORMATION SHEET
FACTORS THAT INFLUENCE STRESS

The Cause of Stress: There are certain characteristics that increase the degree of stress arising from a situation.

- **Change** - home, lifestyle, diet, friends, jobs. Change itself, whether positive or negative, is a stressor.
  - Major events compared to minor hassles.
    -Major events: death, fire, tornado, etc.
    -Minor hassles: irritating, frustrating, distressing incidents that occur in our everyday life. Examples: misplacing or losing things, having too many things to do, being concerned with physical appearance.
  - Which have more of a stressful effect?
    -research shows that people who suffered frequent and intense hassles had the poorest health. It was also found that the day to day happenings seem to cause more stress than large, dramatic events. In addition, more research is needed before we can prescribe major life events as inoculations against daily hassles.
  - Lack of change can also be stressful.
    -boredom and monotony can distress people. No change may actually be more stressful than the expected change. Examples: spending hours of your time preparing for an exam only to find out that it has been postponed, or if you have had an expected vacation cancelled.

- **Unpredictable** - Although change is stressful, we are able to predict and prepare for it. Events that are unpredictable are stressful because one cannot plan for these random events.

- **Lack of Control** - Many events in our environment may be particularly stressful because they emphasize our vulnerability and lack of control. Example: natural disasters such as earthquakes or nuclear accidents. Being robbed, raped, assaulted.
  -One view is that having control increases the predictability of events and allows people to feel more prepared to deal with their environment.

- **Conflict** - a state that occurs when a person is motivated to choose between two or more mutually exclusive goals or courses of action.

SIX STAGES OF STRESS

1. PERCEPTION OF THE SITUATION - The person is aware that something is challenging him or her.
2. PSYCHOLOGICAL RESPONSES - The person denies or minimizes the situation or represses its effects.

Information Sheet (Continued)

3. PHYSIOLOGICAL RESPONSES - The person undergoes the "fight-or-flight" reaction.
4. PROTECTIVE BEHAVIOR - The person tried to deal with the situation.
5. SIGNS OF ILLNESS - The person begins to act sick - staying home from work or school, for example.
6. FRANK DISEASE - A doctor confirms the illness, and the person is officially sick.

Dealing with stress during the first four stages can generally - and relatively easily - prevent disease. If a person has reached the final two stages, though, the process is hard to stop or reverse.

COURSE: Relationships

UNIT: Individual

TOPIC: Dealing with Stress

LESSON: Stress Tests

PROCESS SKILLS: The student will:

1. Develop positive strategies for coping with stress.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/CT 1. To access students physical stress signals use "Symptoms of Stress Checklist." Have students take the test and score it. Discuss what this means. Students could then write one thing they will try to change to alleviate stress in their life and what long term difference this could make in their life. In addition, review the "Stress Patterns" to give a visual application to stress situations.

R/M 2. To access events in the students lives that may have caused them stress use "Stress Inventory." The students will review the events that happened to them within the last year and add their scores to reveal the amount of stress they experienced.

R-I-D-2 [2]

Activity 1

Name ____________________

SYMPTOMS OF STRESS CHECKLIST

Directions: Score each symptom from O-5. 0 = Never experienced; 1 = Experienced once; 2 = Experienced more than once in a lifetime, but not monthly; 3 = Experience 1-3 times per month; 4 = Experience 1-2 times per week; 5 = Experience 3 or more times per week.

SCORE	REACTION/SYMPTOM	SCORE	REACTION/SYMPTOM
✓	Pounding heart		Troubled breathing
	Trembling/shaking	✓	Tics
✓	Teeth grinding		"Stuffy" sinuses
✓	Insomnia (trouble sleeping)		"Scratchy" or sore throat
✓	Frequent urination		Tendency to startle easily
✓	Indigestion (upset stomach)	✓	Irregular menstrual cycle
	Stomach pain		Anxiety (feeling "uptight")
✓	Headache	✓	Eczema (skin condition)
	Migraine headache		Hair loss
	Fatigue	✓	Sore muscles in limbs
✓	Constipation		Wake early-can't fall asleep
✓	Itching skin (dermatitis)		Waking up often at night
✓	Acne	✓	Biting fingernails/lips
	Blushing		Cold sores
	Loss of appetite		Mental confusion
✓	Nightmares		Absentmindedness
	Recurrent dreams	✓	Inability to concentrate
	"Lump" in throat		Crying
✓	Sore or tense neck muscles	✓	Feeling "blue" (depressed)
	Dry mouth	✓	Considering suicide
	Sweaty palms		Attempting suicide
	Excessive perspiration		Increased alcohol use
	Cold hands or feet		Increased drug use
✓	Low back pain	✓	Increased time spent sleeping
✓	Hives		Other
	"Tight" or sore shoulders		
	Diarrhea		**TOTAL**

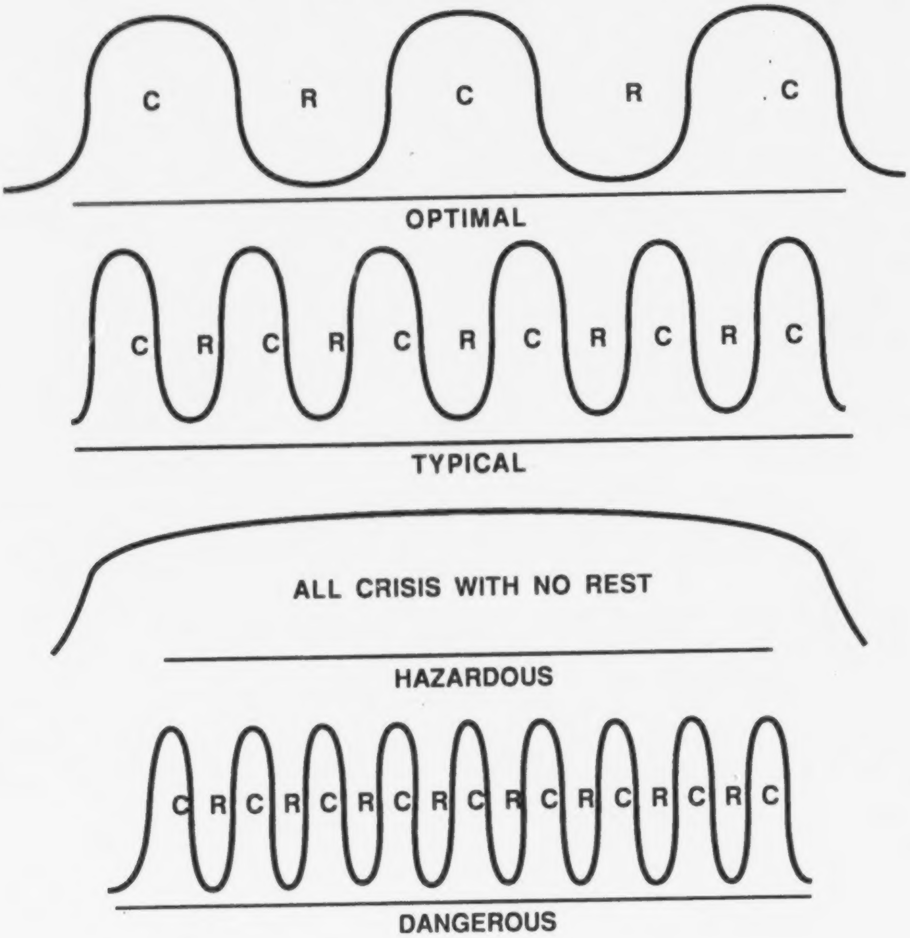
Activity 1 (Continued)

WHAT THE STRESS SYMPTOM CHECKLIST SHOWS

The higher your score on the Stress Symptom Checklist, the greater the likelihood you are a victim of stress overload. Almost everyone has experienced several of these stress-related symptoms at some time during his or her life, so scores between) and 100 are normal. If you scored between 100 and 150 your body is telling you that you are in a high-stress situation, whether you are aware of it or not. If you scored between 150 and 225, you are most likely in a chronic stress situation and it might be wise to take action to remedy this situation immediately. If you scored over 225 points, your chronic stress is very severe, and it might be a good idea for you to make an appointment for a checkup with your physician.

STRESS PATTERNS

C= CRISIS R=REST


C R C R C
OPTIMAL
C R C R C R C R C R C
TYPICAL
ALL CRISIS WITH NO REST
HAZARDOUS
C R C R C R C R C R C R C R C R C
DANGEROUS

Activity 2

Name ______________________________

____

STRESS INVENTORY

Directions: Circle the number (mean value) next to each life event that has happened to you in the last year. When you've gone through the entire list, add up your score. Compare your score with the scores of your classmates. The higher the total score, the more stress you've experienced.

	Live event	
1.	A parent has died	100
2.	Parents have divorced	73
3.	Parents have separated	65
4.	Separation from parents (at foster home or another family)	63
5.	Death of a close family member	63
6.	Major personal injury or illness	53
7.	Remarriage of a parent (getting a new parent)	50
8.	A parent was fired from a job or you were expelled from school	47
9.	Parents got back together after separating	45
10.	One parent stops working to stay at home or parent goes back to work	45
11.	Major change in health or behavior of family member	44
12.	Pregnancy of a family member	40
13.	Problems in school	39
14.	Gaining a new family member (e.g., a birth, adoption, grandparent moves in)	39
15.	Major school change (e.g., class or teacher change, failing subjects)	39
16.	Family financial state changes a great deal (much better or worse off)	38
17.	Death or serious illness of a close friend	37
18.	A new activity begins (one that takes up a lot of time and energy; lessons, sport)	36
19.	Major change in the number of arguments with parents or brother/sister	35
20.	Feeling threatened (trouble with a bully or a gang)	31
21.	Losing or being robbed of a valuable or important possession	30
22.	Major change in responsibilities at home (e.g., raising younger child, extra chores)	29
23.	Brother or sister leaves home (e.g., runs away, joins armed forces, goes to college)	29
24.	Trouble with relatives other than parent or sibling (e.g., grandparent, aunt, uncle)	29
25.	Outstanding personal achievement and recognition	28
26.	Major change in living conditions (e.g., neighborhood, much improved, fire damage)	25

Activity 2 (Continued)

27.	Personal habits change (e.g., style of dress, manners, friends)	24
28.	Trouble with a teacher	23
29.	Major change in your school schedule or conditions (work load heavier, temporary)	20
30.	Change in where you live (even in the same building)	20
31.	Changing to a new school	20
32.	Major change in usual type or amount of recreation (more or less time to play)	19
33.	Major change in religious activities	19
34.	Major change in school activities (e.g. clubs, movies, visiting friends)	18
35.	Major change in sleeping habits	16
36.	Major change in family get-togethers (many more or less)	15
37.	Major change in eating habits	15
38.	Vacation	13
39.	Christmas or birthday	12
40.	Punished for doing wrong	11
	Total	

COURSE: Relationships

UNIT: Individual

TOPIC: Dealing with Stress

LESSON: Coping Strategies

PROCESS SKILLS: The student will:

1. Develop positive strategies for dealing with stress

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W 1. Have students study their own family, and try to identify stressors affecting each family member. They should write up an essay covering the following things: Do these stressors result from the roles that family members have, from their ages, from their contacts with the outside world, from the ways that family members relate to each other, or from some other sources? Are there ways in which you contribute to family stress? Are there ways in which you do (or could) help reduce stress?

W/V 2. Have the students observe a few cigarette smokers. Many smokers claim that cigarettes relieve stress. Have the students respond to the following: Do the smokers you observe seem to smoke more in stressful situations? Do you believe smoking relieves tension and stress?

3. Demonstrate various relaxation techniques with students. (Unless knowledgeable about these techniques, teacher may have to look to other sources for information.) Stress that these might be things they can do when they feel stressed. Direct them to try to deliberately relax their muscles for a minute or two between each of their classes, at lunch time, and during other breaks.

W/V 4. Break students into groups and have them research the various coping techniques mentioned on the information sheet. Have them prepare a short report and verbally share it with the class.

INFORMATION SHEET
STRESS - COPING STRATEGIES

MODIFYING PHYSICAL REACTIONS TO STRESS

DRUGS - both legal and illegal are used to cope with stress. All of these drugs carry a risk of dangerous side effects, including physical dependence. Dealing with stress with drugs should only be temporary to help through a crises, not to deal with normal everyday stress.

Alcohol - is the most widely used and abused drug. It is a depressant, which means that it reduces the activity of the central nervous system. As a result, drinking will reduce tension quickly. More often though, a person drinks to escape stress and the more dependent he or she will become on alcohol.

Tobacco - second most commonly used drug. Smokers claim that cigarettes relieve various stressors. Recent studies indicate that smoking does not reduce anxiety or irritability; not smoking, however, tends to aggravate the smoker's stress reaction.

RELAXATION - method used to reduce muscle tension.

progressive relaxation - lying down and tensing and relaxing each major muscle group in turn.

meditation - relaxation technique that has been shown to counteract both physical and psychological responses to stress.

BIOFEEDBACK - technique for bringing specific body processes - blood pressure and muscle tension, for example - under a person's conscious control. Subject is hooked up to an electronic device that measures the process he or she wants to regulate and plays that process back, in the form of either sounds or visual patterns. Biofeedback has been used most successfully to train tense people to relax.

PSYCHOLOGICAL COPING STRATEGIES

DENIAL - a common coping mechanism in which a person decides that the event is not really a stressor.

INTELLECTUALIZATION - a person watches the situation from an emotionally detached standpoint.

COGNITIVE PREPARATION - "the work of worrying": enables a person to rehearse possible outcomes mentally. In this way he or she is better prepared for whatever does happen than is someone who has used denial or intellectualization beforehand.

BEHAVIORAL COPING STRATEGIES

CONTROLLING STRESSFUL SITUATIONS - escape or withdrawal are possible strategies. When avoiding an event is not practical, controlling its timing may be helpful. Example: a couple who are planning to have a baby in the summer, for instance, may postpone looking for a new house until the following year.

Information Sheet (Continued)

PROBLEM SOLVING - confronting the matter head-on; in this way, the situation becomes a positive challenge rather than a negative setback. Problem solving is a very healthy strategy that tends to sharpen insights and attention to detail and develop flexibility.

EXERCISE - stimulates and provides an outlet for physical arousal and may burn off stress hormones.

PROFESSIONAL HELP AND SUPPORT GROUPS - support groups play a positive role in reducing stress.

TRAINING - being unsure of our ability to deal with a situation can cause stress. Training oneself how to deal with stress can be helpful. When stressful situations arise, you will be more apt to handle them with the least amount of stress.

INFORMATIONAL RESPONSES - lack of information lends stress to many situations. Example: finding out you or someone you know has cancer causes one to imagine all the horrible things about it. Being informed in such a situation could take undo stress off the system allowing a better state of mind for healing.

SOCIAL SUPPORT - the network of people upon whom you can rely in time of crisis.

COURSE: Relationships

UNIT: Individual

TOPIC: Support Systems

LESSON: Definition, Types and Purpose

PROCESS SKILLS: The student will:

1. Examine personal and family support systems.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

1. Introduce the concept of support systems with students using the information sheet/transparency provided. Add any information deemed necessary.

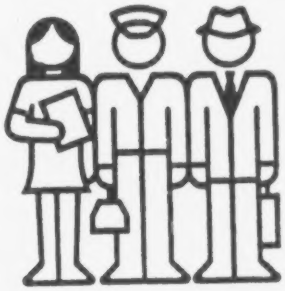
W/CT 2. Have students complete "My Support Systems." Discuss in class.

INFORMATION SHEET
SUPPORT SYSTEMS

DEFINITION: A support system is made up of those individuals you can go to in need; those who will provide support and guidance for your actions; those who believe in you; those you can trust and rely on.

TYPES: PERSONAL - family, friends, relatives, close relations, teachers, etc.
PROFESSIONAL - physicians, counselors, professionals, etc.

PURPOSE: The purpose for a support system is in its title. To **support** you. These are people you can go to for support, information, guidance. There are many reasons why we might use our support systems. One reason might be to get the answer to a question about your parents illness. Another might be to get feedback on a major decision you just made. Still another might be having someone who backs you up when you are accused of doing something you didn't do. The list of benefits of having and using a support system are endless. Everyone has one. **SO USE IT!!**



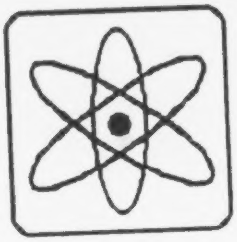
Activity 2

Name______________________________

"MY SUPPORT SYSTEMS"

Directions: Read and complete the following questions dealing with your support system. Answer completely. Be prepared to discuss in class.

1. Make a list of your support system and determine how each provides you support.



2. What was one event recently in which you used your support system? Explain.

3. Which member of your support system provided you with the most sound advise?

4. In this case did it help you to have a support system? Why?

5. In general, how often do you use your support system? Which ones do you use most often and which tends to give you the best advice?

6. In what other parts of society do you believe it is necessary to have support systems present? Explain.

7. Do you believe society in general uses support systems to their advantage? Should more support systems be used? Explain.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Communication

LESSON: Conflict Resolution: Fighting Fair

PROCESS SKILLS: The student will:

1. Assess how communication affects relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Use the previous information on communication and information provided here to discuss with students how to best resolve conflicts. Talk about fights they have had and how fighting fair would have helped. Set up role play situations for the students to practice the learned techniques.

W/V 2. Secretly pre-assign 2 students to come to class and be verbally fighting as they enter the classroom. After stopping the fight (2-3 min. into class time so everyone gets in on the fight) question students as to what was being accomplished?; how they felt?; etc. Go over steps in conflict resolution, practice "I messages," and then have students redo the fight. At the end of the period have students recall the last fight they had and write about it and discuss what, if anything, they would/will do differently next time.

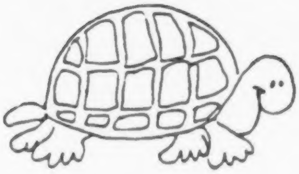
INFORMATION SHEET
CONFLICT RESOLUTION

CONFLICT STRATEGIES

SMOOTHING

CONFRONTING

COMPROMISING



WITHDRAWING

FORCING

GOAL: what do you hope to accomplish?

- SMOOTHING - "Everything will be OK." Example: devaluing the importance of the issue.
- CONFRONTING - "I think we need to talk about this." Example: bring the issue out in the open.
- WITHDRAWING - "I don't want to talk about it." Example: silence, leaving the room, etc.
- FORCING - "We had better do it my way." Example: no compromise, action without thought.
- COMPROMISING - "I'll agree to this, if you do this." Example: making concessions.

Information Sheet (Continued)

FOSTER AND HERMIE'S RULES FOR CONFLICT RESOLUTION

- Decision about contract - are we going to vent or problem solve?
- Don't generalize - "you always" or "you never"
- Stick to the topic
- Check name calling
- Use terms of endearment
- Discussion by appointment
- Use % desire method
- Don't question motivation
- Stay in the here and now
- Discuss for an hour at most
- Never go at it when one is tired
- The importance of refuel time
- Use "I" messages
- Contract for the other's help - "our" way!
- Never try to solve a chronic problem when it is occurring
- Pay attention to words not behavior

RESOLUTION

How am I doing now?

How would you like me to respond?

How will we know this is resolved?

Information Sheet (Continued)

FIGHT RULES

1. The purpose of a fight is to REACH A SOLUTION - not to gain a victory.
2. Fights should have an appropriate time and place. Don't take advantage of your opponents fatigue, embarrassment or other disadvantages. If you insist, fight now, but you can arrange a fight time and place.
3. DO NOT REFUSE A FIGHT - If something is important enough to one member of the family, it is worth fighting over - fights may be postponed only with good reason.
4. Give yourself and your opponent neutral corners and time-outs - don't go in for a knockout.
5. State your "gripe" in the form of a request not a demand. Make it a POSITIVE REQUEST.
6. If the fight is a question of fact, it is YOUR DUTY TO GET THE FACTS.
7. If the fight is a matter of opinion, you must recognize it as such and realize that a compromise is the only solution.
8. DON'T PLAY ARCHEOLOGIST. Don't dig things out of the past; fight about your present gripe.
9. DON'T MAKE SPEECHES. State your gripe, and then let the other person respond.
10. NO NAME CALLING.
11. You can state your gripes about BEHAVIOR - NOT STATES OF BEING.
12. NO EMOTIONAL BLACKMAIL. "If you really loved me, you would . . ." or "If you had any respect for my feelings . . ."
13. The basic outline of a fight should be:
    A. State your "gripe" - get complaint and feelings out.
    B. Suggest and seek some alternatives.
    C. Reach a solution or set time for continuation.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Communication

LESSON: Teen Communication/Family

PROCESS SKILLS: The student will:

1. Assess how communication affects relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V/CT 1. Ask students to suggest concerns common to both adolescents and parents. List these on chalk board. Highlight these areas: physical changes, uncertainty about the future, vocational planning, social and sexual awareness, values clarification and identity conflict. Also ask students to name elements that are not common to both groups. Draw some conclusions about family teen communication.

R/V 2. After students read the letters "It's Not Easy Being A Teenager" and "It's not Easy Being A Parent " ask them to jot down one insight they have into a parents motives. Share and discuss these insights.

3. Invite parents of teens to serve on a parent panel for one hour. Have mothers come in one day and dads another day (they respond differently). Use "Questions For Panel On Parent Teenage Relationships" as possible questions the students can ask the parents. You can review them with the students or cut them apart and let them choose.. Students may also develop their own questions.

V/W 4. Brainstorm practical suggestions for improving parent/teen relationships. Assign students to write a letter to their parents with one positive paragraph about their relationship and one on how their relationship could be improved.

W/V 5. Have students interview their parent(s) or guardian(s) as well as a sibling if they have one living with them. They are to ask each person to tell them three things that make them easy to live with and three things that make it a challenge. They can use "Teen Relationships" to record their answers.

Activity 2

It's Not Easy Being A TEENAGER

You sure know how to take care of things. I could have had a beautiful weekend - playing softball, going to parties, shopping for the new M.C. Hammer album. But no. Here I sit, grounded for the whole weekend, thanks to you. Oh, I know it was my own dumb fault for throwing a party when you were away for the weekend. You don't have to remind me again of the glasses that were broken and the trust that was shattered. I'm sorry.

But, you know, have you ever looked at things from my point of view? Do you remember what it was like to be a teenager? It's not easy!

First of all, there are the other kids. If I want to have friends, I have to play along with the group. OK, maybe I shouldn't have tried to impress everybody by inviting them here for a party, but what my friends think of me matters a lot. I don't want them to think I'm a wimp. My friends are really important to me. In fact, if I didn't have friends to talk to and be with, I'd be lost.

Sometimes I feel so down. It's not just the bumps on my face, the braces in my mouth, and what's happening with my body either, although the physical changes do throw me sometimes. The worst part is trying to figure out just what that chameleon in the mirror is trying to tell me. Sometimes I think I have myself straightened out and I know just who I am and what I think is right and wrong. And other times, I'm so confused that I don't know whether I'm inside-out or right-side up. On Tuesday I feel like the scholarly type, and on Wednesday I think I belong in a motorcycle gang. I wish I had more confidence in myself. I wish I knew myself better. I have average grades and average height and average shoe size, so what makes me special?

It comes down to this: What do I want out of life? Now is zero hour for making some very heavy decisions. I have to figure out the kind of education I want. I have to decide on a career. I have to get in touch with what's important to me. You and my teachers keep telling me to think about my future. I feel like I'm carrying around a boulder on my back because I have so many decisions weighing me down. My future is a big question mark, and I am not ready to make it into an exclamation point.

That might be part of the reason for my moodiness. How else can I explain it? I can go from feeling on top of the world to wanting to kick in lockers and pound plates. I don't have to tell you about my bad moods, though. You've heard your share of yelling. I need more freedom. Instead, all I get from you is more rules and regs. Why do you treat me like a little kid? You know, sometimes I think that if I hear one more lecture about my sloppiness or the way I dress or my "pre-primitive" music, I'll burst. I wish you could understand that I need more space to choose my own friends, my own clothes, my own language, my own way of life.

When you were teenagers, things weren't as complicated. Especially on issues like drugs and sex. Now all around us we see sex on TV and movies, kids talking about sex, kids my age becoming parents. In a way it's exciting, but in another way it's really scary. My friends say they're having the same trouble. We don't quite know what's right or how to be in control of ourselves. How should we cope with these sexual feelings we have? We want to be in love, and we want to prove our masculinity or femininity. But we can't quite figure out the safest and surest route. At least, that's how I see it.

Activity 2 (Continued)

You kid me about spending so much time in front of the mirror. I try new hairstyles, along with new deodorants, new sports, and new shoes. It's all because I'm insecure. Am I attractive to the opposite sex? How can I buy myself more appeal?

There are so many things that knock my confidence. Take my social life (please). I'd like to have a great relationship and find out what falling in love is all about. Unfortunately, nobody's lining up for my phone number.

And the pressures don't help. Tough standards at school and on the job only add to the bombardment. You expect too much of me too. You want me to get good grades and get into college, be good at sports, and be popular. As if that's not enough, you also want me to be responsible, dependable, mature, and have good sense. Who can do it all? I want to live up to your ideals. But sometimes it's just too hard, and I feel like chucking everything.

My psychology teacher says our teenage years are a time of becoming separate and independent from our parents. She says that once we're sure of our identities, we'll be able to "free ourselves from childish dependency." It's not as easy as it sounds. For me, the reason is that I have two feelings that are at war with each other. On the one hand, I do want to be independent. And on the other hand, I want you there. Do you know what I mean? There are days when I'd like nothing better than (excuse my honesty) putting some miles between me and you. I picture myself moving out and being the boss in my own apartment. But then other days when I need an idea for an English paper, cash for a movie, or somebody to boost my confidence, I wish I were ten years old again. You know, I think that's the main problem. Teenagers aren't kids and they're not grown up. We're not on the shore, and we're not out at sea. We're somewhere in between rolling around in a turbulent tidal wave.

People think teenagers are rebellious, but that's not the real story. A lot of what you adults think of as obnoxious defiance of authority is just the trials and errors of working out personalities of our own. It goes for everything from religion to work to politics. If I do and think everything you say, then I won't be separate. I won't be myself. But if I leave your values behind, then I get confused over what to think and believe.

When I look at it that way, it seems like being a teenager is one giant experiment. And, it could end up winning me a Nobel Prize - or blowing up in my face. No one can do it for me, not even you. I have to go through it myself. That's what makes it such a challenge. That's also what makes it such a terror.

It's not easy being a teenager. I need space, I need privacy, and I need time. Most of all, I need your support.

Source: Current Lifestudies (© Copyright May 1982) Reprinted by permission of Field Publication.

Activity 2 (Continued)

It's Not Easy Being A PARENT

We get your message, and we agree. It's tough being a teenager today. And it certainly isn't easy for us to watch you struggle with growing up. We wish we could cushion your life from all problems. Of course, we're helpless to do it - unless we float you in a time capsule. Furthermore, we're confident that you will work out your problems beautifully.

But here's something you might not have realized before. It's not easy being a parent. Oh, we don't mean the bickering and the back talk. Those are part of the package deal of having a teenager in the house. Now, please don't think of this letter as a complaint. Being a parent, we know, is a very complex business. Along with the problems, we've gotten more joy, satisfaction, fulfillment, and emotional depth than can ever be measured. We're proud of you. But we would like you to look at things from our point of view for a minute.

As parents, we've been through a lot with you. When you were an infant, we got up in the middle of the night to feed you and rock you and cuddle you. We nursed you through croup, chicken pox, and a broken collarbone. We helped you learn to read, play soccer, ride a two-wheeler, and balance a checkbook. We've cleaned crayon marks off the wall and repaired dents in the car. At all times we tried to be available to help with homework, bandage cuts, answer question, make popcorn, soothe fears, and listen to complaints. Do you remember when you were six and we chased imaginary baboons out of your bedroom every night at bedtime? Do you remember when we took you and four friends on a camping trip during what turned out to be a flash flood? What we're driving at is that we've tried very hard to give you what you needed - even if that meant giving up time, money, or energy we had intended for other things. Parenting is not a part-time occupation, we found. Instead, it requires an endless supply of love and dedication and guidance. And even with all that, the road isn't always bump-free.

We've been taking care of you for over 16 years now, and suddenly we find we're not needed as much as we used to be. Although we're delighted that you're growing independent, since that was our aim all along, we still feel reluctant to let go of you. Does that surprise you? It's like being fired from a job that you've had for 16 years. We still need to be needed even though we know you need not to need us. Get it?

You know, you're not the only one going through an identity crisis. As you grow older, we realize that we aren't going to have kids at home much longer, and that can be a pretty lonely thought. We'll have to become less involved with parenting and discover new channels for our lives. Our lives will change in many ways. We'll have to decide whether to move to an apartment, and whether to trade cars, and learn how to depend on each other again. Our daily routines will be amazingly different once you leave the nest. You see, we're under pressure to make big decisions too, and our futures are question marks just like yours.

We look at you - so young, so attractive, with everything ahead of you - and we're secretly jealous. You make us even more conscious of our gray hairs and flabby tummies and multiplying wrinkles. Deep down, we're envious of your youth and all the sparkling opportunities in front of you. You remind us that we're right smack in the middle of middle age - heading for slowdown.

Activity 2 (Continued)

In a way, we relive our own adolescence through you. Every time you win a tennis match, we feel like jumping over the net, and every time you get an A grade, we feel as proud as if we had done the studying. Although it's unfair and unrealistic, we'd like for you to live out certain dreams we had for ourselves. I guess that's one reason why we seem tough on you and set high expectations. We don't want you to experience any of our same disappointments and compromises.

Do you want to hear more about the problems of being a parent? Well, there are the worries and responsibilities. Every time you back out of the driveway in the Buick, we hold our breath. Of course we trust you, but the statistics on teenagers involved in auto accidents terrify us. The news reports on drug abuse and alcohol abuse by teenagers, on teenage pregnancies and STD's don't calm our nerves any either. It's because we care about you so much that we want you to grow up healthy, happy, well-adjusted, and safe. It's because we care so much that we nag, give unwanted advice, and get upset over rotten cards, ignored curfews, and broken promises - not to mention unsupervised parties.

We often have trouble understanding your behavior. Why do you push us aside one minute and pull us toward you the next? We feel rejected when you cut us down and don't want to be seen with us. We feel hurt when you argue with everything we say and won't follow our rules. We know it's normal for teenagers to be negative and moody on occasion, but that doesn't erase the alienation we feel. What happened to the days when you could cuddle on our laps and tell us your deepest feelings? Sometimes we wish you were five years old again!

Childish dependency was easy. It made us feel loved and needed. Even though it comes with the job, it's not easy for us to watch our children grow up - and seem to outgrow us.

During this insecure stage, we grasp at ways to try to maintain control. See, we react to your rebelliousness by clamping down, in the form of rigid rules and tough punishments. We're so used to treating you like a child that we're having trouble relating to you as a near-adult. We have to remind ourselves that some of our tried-and-true rules and regulations have to be replaced with giving you more responsibility and letting you face the consequences, be they good or bad.

There are other changes we're going through. Your questioning of our values makes us uneasy. It's not just that we resent defiance of authority. Rather, your questioning makes us re-evaluate our entire lives. Whether you mean to or not, you make us defensive and anxious about choices we've made, like who we vote for and who our friends are and what we spend money on. We're starting to doubt whether some of our life goals were really worth sacrificing for. We wish we hadn't worked so much overtime, for example, because now we miss not having been with you more when you were small. We wonder if we placed too much importance on yearly vacations and cars and too little on learning to communicate with each other. I guess with all the changes around us we're less sure of our values.

Look, we didn't mean to launch into a long lecture. (We know what you think of those). We want you to know that we'll keep your concerns in mind. We'll try to remember all your pressures and conflicts. But you try to understand us too. It's not easy being a parent. We still have our own kind of growing pains.

Source: Current Lifestudies (© Copyright May 1982) Reprinted by permission of Field Publication.

Activity 3

QUESTIONS FOR PANEL ON PARENT TEENAGE RELATIONSHIPS

- What would you do if you walked in on your son or daughter having sex?
- What would you do if your daughter got pregnant? Would you react differently if your son got a girl pregnant?
- What would you do if you found out your daughter had a reputation for sleeping around?
- Would/Do you encourage your son/daughter to use protection?
- Would you confront your daughter if you found a pregnancy test in her bedroom?
- Did teenagers have sex when you were a teenager? If you knew your teenager was having sex, would you want it happening in your home or never in your home? Why or why not?
- What would you do if your daughter came to you for money to get an abortion?
- Would you support and understand your child if she/he were in a sexual relationship?
- Is it hard to talk to your kids about sex?
- Would you encourage abortion if your daughter got pregnant? Why or why not?
- Was sex as big as an issue as it is now?
- How do you feel about interracial relationships?
- Do you allow alcohol in your house? Do you allow your teenager to drink in your home?
- If you know your child drinks do you ignore it or do something about it?
- If your son or daughter called home and was drunk what would you do?
- What would you do if you found drugs in your child's room?
- Who do you trust more, your son or daughter?
- If you could do it over again, would you have kids?
- If your son or daughter was 18 and still in high school and wanted to move out, would you allow it?
- Do you feel you give your child more freedom than your parents gave you?
- Do you feel its harder to be a teenager today?
- Would you want your kid(s) to be truthful about drugs, alcohol, and sex or would you want them to hide it? How should they go about approaching you?
- What do you feel are the most difficult issues for you and your teenager to talk about?
- What's the best method(s) of punishing your kids?
- Are you overprotective of your daughter when she's seeing a boyfriend?
- Do you allow there to be a large generation gap between you and your child?
- How old of a person should your son or daughter date?
- What would you do if your daughter ran away and moved in with a guy?

Activity 3 (Continued)

- Were your children planned?
- Would you prefer athletic or academic kids?
- What made you decide to have kids?
- What's the toughest thing about being a parent?
- Do you treat your child like a kid or like an adult?
- If you could change one thing about your relationship with your teenager what would it be?
- What do you believe are some of the problems in society in the area of teen/parent communication?
- If you had to rate the communication between you and your teenager from 1-10 (ten being the highest) what would your rating be?

Activity 5

Name ______________________
____

TEEN COMMUNICATION

Directions: Interview your parents or guardians as well as a sibling if you have one living with you. Ask each person to tell you three things that make you easy to live with and three things that make you a challenge to live with.

EASY TRAITS TO LIVE WITH:

TRAITS: **ACCORDING TO WHOM?**

____
____
____
____
____
____
____
____

CHALLENGING TRAITS TO LIVE WITH:

TRAITS: **ACCORDING TO WHOM?**

____
____
____
____
____
____
____
____

How do you feel about these comments? Are they fair? Realistic? On target? Why or Why not?

COURSE: Relationships

UNIT: Personal Interaction

TOPIC: Teen Communication

LESSON: Peers and Other Groups

PROCESS SKILLS: The student will:

1. Assess how communication affects relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. With other classmates, demonstrate different communication techniques in the following situations: meeting a new classmate; being introduced to someone at a party; meeting a co-worker on your first day at work; and, introducing yourself at a job interview.

W/V 2. Discuss ways in which conversations can begin and develop. Have students complete "Conversation: An Art." Review the situations and talk about the methods used to start conversations with others.

W 3. Have students actively participate in communication with others, preferably people they don't know. Have them write up a short essay on techniques they used, the success of the communication, and how they might have done things differently.

W/CT 4. Have students complete the "Peers and Others - Communication" worksheet to finalize their thoughts on communication with their friends and other people.

R-II-A-6b-c [2]

Activity 2

Name ____________________
____

CONVERSATION: AN ART

Directions: For each of the following situations, describe a way you could begin to develop a conversation and write the actual words you would say. When you have finished, compare your ideas with other students in the class. Role play some of the ideas if you have time.

Situation 1: You are waiting at a bus stop when another teenager arrives carrying a book you have just read.

Situation 2: You discover before class that the student sitting beside you has just moved to the area from another state.

Situation 3: You are waiting in line for a movie ticket. A person whom you met recently at a party is behind you but doesn't seem to recognize you.

Situation 4: You are sitting beside someone you are almost certain you saw a picture of in the sports section of yesterday's newspaper.

Situation 5: You see someone whom you do not know well, and she is wearing a very attractive sweater.

Source: Skills For Everyday Living by Frances Baynor Parnell (© Copyright 1988)
Reprinted by permission of The Goodheart - Willcox Company, Inc.

Activity 4

Name ______________________________

____

PEERS AND OTHERS - COMMUNICATION

Directions: Read and complete the following questions. Answer in complete sentences and be prepared to share with class.

1. Give some examples of the types of things you would talk about only with your close friends.

2. Give some examples of the types of things you would talk about with those of the opposite sex. What are some things you wouldn't discuss with them?

3. What do you believe girls typically talk to girls about and boys typically talk to boys about? Explain.

4. How do you feel about talking to strangers? Explain.

5. What do you think are some of the most important factors in successfully communicating with your peers?

6. What do you think are some of the most important factors in successfully communicating with others?

7. Explain what a person means when he/she identifies "good communication skills" as one of his/her good qualities. What does it take to have good communication skills?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Building Relationships

LESSON: Roles/Stereotypes

PROCESS SKILLS: The student will:

1. Evaluate friendships and relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

1. Using the information provided discuss role stereotypes, vocabulary words and terms.

CT 2. Write the following occupations horizontally across the top of the chalkboard: BUSINESS EXECUTIVE, DOCTOR, PRINCIPAL, ENGINEER, PILOT, BALLET DANCER, NURSE, HOMEMAKER, SECRETARY, NURSERY SCHOOL TEACHER.

Tell students to select the occupation they would most like to role play for a friend or a younger student. Once students have made their choices, tell them to go to the board and physically stand near the occupation they have selected.

After students are standing by their selected occupations, ask them to look around the room and summarize any patterns they can find in how other students selected occupations. It is very likely that, with few exceptions, most boys will be standing at the left side of the board, and most girls will be standing at the right of the board.

Conduct a class discussion using the following questions:

a. What do you think influenced the boys to choose one set of occupations, and the girls to choose another set of occupations?
b. Are boys naturally better at being executives, doctors, principals, engineers, and pilots? Are girls better at being dancers, nurses, homemakers, secretaries and nursery school teachers?
c. Ask any boys or girls that chose nontraditional occupations what influenced their decision. Ask them how they felt when most of the people around them were of the other sex? (Or, if no student made

nontraditional choices for their sex, ask students how they feel about the pattern they see - all boys on one side, all girls on the other.)

d. Write the terms "role," "stereotype," and sex-role stereotyping" on the board. Help students arrive at the following definitions:

ROLE: A behavior pattern typically expected by our society of people sharing a common characteristic.

STEREOTYPE: an uncritical or oversimplified belief regarding the characteristics of a particular group which is based on the assumption that because members of the group share one characteristic, they are similar in many others.

SEX-ROLE STEREOTYPING: The assumption that because males share a common sex, they also share one common set of abilities, interests, values and roles; and that because females share a common sex, they share a different common set of abilities, interests, values, and roles.

Explain to students that sex role stereotyping reflects oversimplified thinking, and that it ignores our individual differences.

Ask student to complete "What Do Men Do - What do Women Do?"

CT 3. Have class construct bulletin board. Title the bulletin board, "WHAT'S THE DIFFERENCE?" Have students create a male and a female figure from construction paper. Place the figures near the center of the bulletin board. Have the class determine, write on cards, and place words describing both male and female attributes in a random fashion. From the bulletin board, topics for discussion could be likeness and difference of males and females, and how they affect individual roles. (Possible words they might select are realistic, giggly, unemotional, tough, dumb, muscular, smart, cute, romantic, pretty, weak, strong...)

W/CT 4. Discuss how stereotypes are taught (T.V., magazines, etc.). Have students determine which source they would like to evaluate. Hand out appropriate activity forms (television commercials - television programs - magazine - personal interview). Give each student only one form. Collect information three days later. Discuss how society inflicts stereotypes upon us by asking the following questions:

- How are the male/female sex-role stereotypes in television, magazines and personal interviews similar?
- What words and phrases would you use to describe the male-role/female-role stereotypes you found?
- What exceptions did you find to the stereotyping?
- How accurately do these stereotypes reflect what you are like? How accurately do they portray males and females that you know?
- What can you do to change sex-role stereotyping in these four sources?
- What other sources can you identify that promote sex-role stereotyping?

W 5. Help students to determine individual perceptions of role-identity by having them write a one page response to the following statement: **"It doesn't matter whether you're a guy or a girl, you should be able to do what ever you want because:"**

INFORMATION SHEET
Sex-role Stereotyping

Sex-role Stereotyping
1. Assumes that because people share a common gender, they also share a common set of abilities, interests, values and roles.
2. Reflects over simplified thinking and ignores individual differences.

We all have choices....
Men can choose to:
1. be an equal partner in the home, sharing in child-rearing tasks and household care, plus holding down a full time job.
2. stay home, taking full responsibility of children and the household tasks.
3. marry or not marry.
4. participate in the full range of career choices.

Women can choose to:
1. participate in the full range of career choices that have historically belonged to men.
2. marry or not marry.
3. have children or not have children.
4. combine career, marriage and children.

Historic firsts for women occurring in the 80's
1. First woman in space
2. First woman on the United States Supreme Court
3. First woman on the national ticket of either major American party
4. First woman ever to win the 18-day dog sled race in Alaska
5. First woman to be ordained a conservative Rabbi

Forces that have contributed to the changing roles of men and women:
1. A decade of affluence
2. The current economy, where one salary households may find it difficult to survive
3. The continued rise of the divorce rate
4. Female longevity statistics
5. The cultural attitude change that the woman's place is no longer (exclusively) in the home
6. Gender economic issues of the seventies and eighties
7. Teen pregnancy
8. Delayed first marriages
9. Adult children living with their families instead of on their own
10. The shrinking middle class

VOCABULARY - TERMS - CONCEPTS

1. Chosen Role	Role that is deliberately selected by the individual.
2. Culture	Ideas, customs, skills, arts of a given people in a given period.
3. Femininity	The quality or state of being feminine; womanliness; feminine trait; women in general.

Information Sheet (Continued)

4. Given Role	Role assigned at birth or through specific situations.
5. Learned role	Role learned by individuals as they have new experiences and meet new people.
6. Masculinity	The quality or state of being masculine; manliness; male traits; men in general.
7. Perceptions	The act of perceiving; mental grasps of objects, qualities, or other abstract ideas by means of the senses; awareness.
8. Role	A position or behavior which you assume in your relationship with others.
9. Stereotype	A standardized idea of what people are or how they should behave.
10. Sex-Role Stereotyping	Assumes that because people share a common gender, they also share a common set of abilities, interests, values and roles.
11. Network	A group of people who join together to solve problems, accomplish important tasks, and provide positive support to those in the network.
12. Sex Discrimination	Any action which limits or denies opportunities, privileges, roles, or awards on the basis of sex.
13. Sex Bias	Behavior resulting from the assumption that one sex is superior to the other.
14. Affirmative Action	A good faith effort to realize a proper representation of women and minorities in the work force at a rate beyond which would normally occur.
15. Alternate Work Patterns	Gives employees some choice in their daily working schedules. Types of alternative work schedules include flex-time, job sharing, shortened work weeks, staggered hours, rotating shifts, work pauses, paid sabbaticals and extended parental leaves of absence. This is another solution to child care problems for families with working parents.
16. Anti-feminist	An attitude that classifies men as breadwinners and women as homemakers and mothers.

Information Sheet (Continued)

17. Title VII of the Civil Rights Act of 1964	As Amended - is the federal law that prohibits employment discrimination based on race, color, sex, religion or national origin of employers having fifteen or more employees.
18. Equal Employment Opportunity Act - Title VII 1972	As Amended - was extended to prohibit employment discrimination of federal, state, local, public and educational institution employees.
19. Pregnancy Discrimination Act - Title VII 1978	As Amended - requires employers to treat pregnancy and pregnancy related medical disability with respect to all terms and conditions of employment, including employment health benefits.
20. Equal Employment Opportunity Commission	Was established by the Civil Rights Act, and was given authority in 1972 to enforce fair employment practices which established Equal Employment Offices through the U.S. to protect against employment discrimination locally. For example, it is unlawful to classify or label jobs as "men's jobs" or "women's jobs," or to advertise job openings under male or female headings.
21. Comparable Worth	is an equal pay issue of the "80's" for women. It means that jobs should be evaluated in terms of skills and responsibilities required, and that jobs of "equal value" or "comparable worth" would be paid equally, even if the jobs are quite different in nature.
22. Equal Rights Amendment	would establish by constitutional amendment, a national policy against discrimination based on sex.
23. Feminist	means defining your own life and allowing other the same freedom.
24. Gender Gap	was created by women thinking independently of men about the economy and politics. The "Gender Gap" was recognized by the difference in voting patterns between men and women in the 1980 election and confirmed in the 1982 election.
25. Role Reversal	a man or woman in non-traditional roles. Example: a man becomes a homemaker and the woman the breadwinner.
26. Semi-Feminist	A woman willing to accept the opportunities of change, but unwilling to change.

Information Sheet (Continued)

27. Sexual Harassment	means unwelcome sexual advances, requests for sexual favors and other verbal/physical conduct of a sexual nature by employees or employers at the workplace.
28. Equal Pay For Equal Work	an employer must pay EQUAL WAGES to employees of BOTH SEXES in the same working establishment for work that requires equal skill, effort, and responsibility, and is performed under similar working conditions.

Activity 2

Name______________________________
____

WHAT DO MEN DO - WHAT DO WOMEN DO?

Directions: There are five statements describing how you feel regarding specific perceptions. Please read the twenty-two perceptions and select the statement which most nearly describes your feelings regarding that perception. Place the number of your choice in the blank provided at the left of the perception.

FEELING

1 - I strongly agree with the statement
2 - I agree with the statement
3 - I have no opinion about the statement.
4 - I disagree with the statement
5 - I strongly disagree with the statement

PERCEPTIONS

______ 1. Women's natural work is in the home, but men should now and then help them with their tasks.
______ 2. Women are better suited to working for men than men are to working for women.
______ 3. A married woman should not have a career regardless of the ages of her children.
______ 4. A husband should be willing to move if the wifes job demands it.
______ 5. Women should try to be like men.
______ 6. Most women want a male to take care of them.
______ 7. Women should be free to ask a man for a date.
______ 8. Men are superior to women in every way.
______ 9. Men naturally have the ability to think more logically than women.
______ 10. Women have to work harder to prove their abilities.
______ 11. Women can best reach self-actualization by holding jobs that require feminine skills and talents.
______ 12. Husbands and wives should jointly make decisions on all important matters.
______ 13. A woman should never earn more money than her husband.
______ 14. Women are "naturally motherly" by instinct.
______ 15. Fathers tend to be closer to their children in homes where the mother works outside the home.
______ 16. A woman should be ashamed to be only a wife/mother.
______ 17. In general, men are able to stay home and keep house.
______ 18. Most men are scared of strong, talented females.
______ 19. Men achieve self-actualization by being good husbands and providers.
______ 20. Women are really the "stronger" of the sexes.
______ 21. Men have advantages in our society, because men have had all the power and status.
______ 22. A female's most satisfying job is keeping her man happy.

Activity 2 (Continued)

WHAT DO MEN DO - WHAT DO WOMEN DO?

Directions: Using this form, interview one male classmate and one female classmate. They should be between the ages of 16 and 18. Summarize on the back of this sheet what you learned from their responses on this survey.

FOR MALES

Because I'm a male, I would not:

_____cook for a girl
_____knit
_____wash dishes for a girl
_____ask a girl to pay her way on a date
_____let a girl pick up the tab on a date
_____wear a dress in a play
_____use hairspray
_____wear a wig
_____cry
_____cry in the presence of a girl
_____curse in the presence of a girl
_____talk about sex in the presence of a girl
_____hit a girl
_____kiss my father
_____carry a girl's purse for her
_____wear beads or jewelry
_____let a girl carry a heavy package
Other:

I would be upset if my girlfriend:

_____didn't care much about her appearance
_____spent a lot of time on her appearance
_____didn't war any makeup
_____wore curlers in front of me
_____couldn't cook
_____was better at building things than I
_____was physically stronger than I
_____was taller than I
_____got better grades than I
_____had more education than I
_____had a lot more money than I
_____paid her way on dates
_____sometimes paid for me on dates
_____smoked a pipe or cigar
_____cursed in front of me
_____phoned me more than I phoned her
_____made most of our decisions
_____depended on me to make most decisions
_____wore a see-through blouse

Activity 2 (Continued)

WHAT DO MEN DO - WHAT DO WOMEN DO?

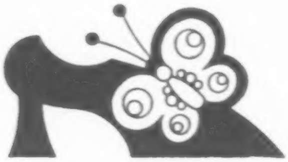
FOR FEMALES

Because I'm female, I would not:

______smoke a pipe or cigar
______wear curlers in the presence of a boy
______let a boy wash dishes for me
______pay my own way on a date
______pick up the tab on a date
______dress like a man in a play
______wear a necktie
______pick up something a boy has dropped
______beat a boy at some sport
______try to join a boy's club or team
______talk about sex in the presence of a boy
______hit a boy
______kiss a boy before he kisses me
______phone a boy just to talk
______ask a boy out on a date
______go to a dance without a date
______curse in the presence of a boy
Other:______________________________
____

I would be upset if my boyfriend:

______didn't care much about his appearance
______spent a lot of time on his appearance
______wore cologne or dyed his hair
______cried in my presence
______liked to sew or knit
______could cook better than I
______wasn't good at sports
______was physically weaker than I
______was shorter than I
______got better grades than I
______had more education than I
______had a lot more money than I
______asked me to pay my way on dates
______didn't open doors for me
______cursed in my presence
______made most of our decisions
______didn't help me carry packages
______depended on me to make most decisions



Activity 4

Name ______________________________

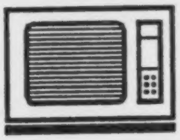
____

TELEVISION COMMERCIALS

Directions: Watch as many television commercials as possible and answer the following questions for each commercial you analyze. If possible, try to analyze some commercials that sponsor shows for young children.

Commercial for ______________________________

Program______________________________



MAIN CHARACTERS	MALES	FEMALES
Physical appearance		
Personality Characteristics		
Activities in which the character is involved		
If there is a problem, what is it? Who has the problem?		
Who resolves the problem? How?		

How does this commercial promote or inhibit sex role stereotyping for men? For Women?

Activity 4 (Continued)

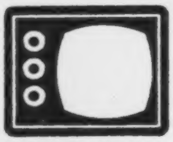
Name_______________________________

____

TELEVISION PROGRAMS

Directions: View as many television shows as possible and complete the following chart for each one. Try to analyze some shows that are viewed by young children.

Program_______________________________



	IMPORTANT MALE CHARACTERS	IMPORTANT FEMALE CHARACTERS
Names of leading characters		
Personality characteristics		
Most frequent activities		
If there is a problem, what is it? Who has the problem?		
Who resolves the problem? How?		

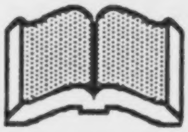
How does this program promote or inhibit sex role stereotyping for men? For Women?

Activity 4 (Continued)

Name ______________________________

____

MAGAZINE



Directions: For each advertisement in the magazine, answer the following questions:

Advertisements you think are directed to men:

	Male	**Female**
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you...		

Advertisement you think are directed to women:

	Male	**Female**
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you...		

What are the major "messages" for males? For Females? How do advertisements promote or free people from male sex role stereotyping? From female sex role stereotyping?

Activity 4 (Continued) Name________________________
____

PERSONAL INTERVIEW

Directions: Try to interview both males and females, and people you don't know well in addition to friends and relatives. Explain that the interview will be anonymous and that it is for a class project. Then complete the following interview form. Read each question, but do not rephrase any. Each person will answer the exact question as well as he or she can.

1. Sex: ________________

2. Age range: Under 10 __________
11-18 __________
19-30 __________
30-50 __________
Over 50 __________

3. What is a "real man"? ____
____

4. What is a "real woman"? ____
____

5. What are some good jobs for men in our society? ____________________
____
____

6. What are some good jobs for women in our society? ____________________
____
____

7. In marriage should the man or the woman have the leadership role?

8. Would you vote for a qualified woman to be President of the United States? __________
____

Activity 4 (Continued)

9. Do you think that it's all right for women to cry in public? ______________________

For men to cry in public? ____

After the interview is completed, analyze the responses and answer the following questions:

1. What are the key types of sex-stereotyped thinking that emerged in this interview?

2. What are the key types of nonsex-stereotyped thinking that emerged in this interview?

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Building Relationships

LESSON: Types/Friendships

PROCESS SKILLS: The student will:

1. Evaluate friendships and relationships.

SUGGESTED LEARNING ACTIVITIES:

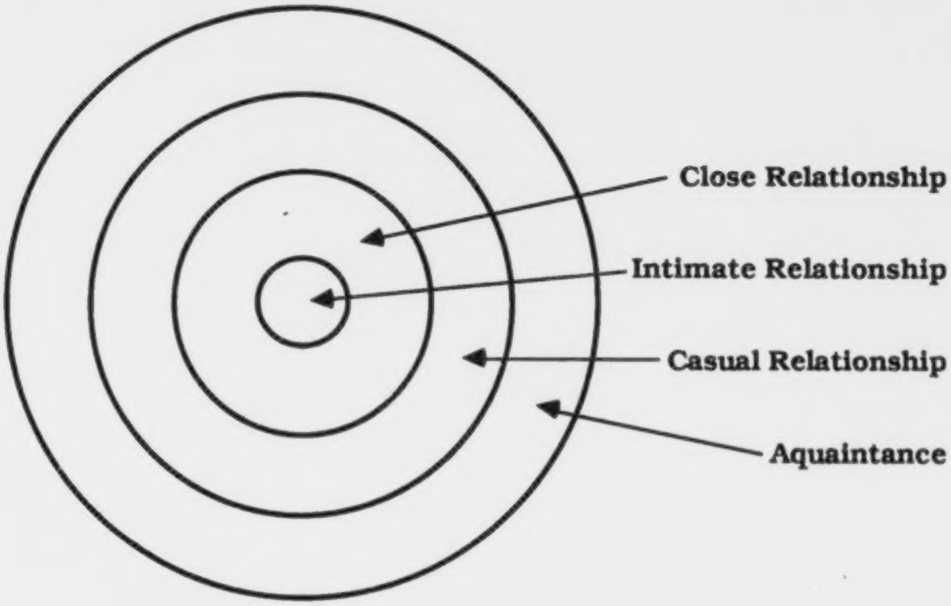
Basic Skills

W/CT 1. Present the information by placing the relationship bullseye on the board or a transparency. Discuss the different types of relationships. In small groups have students complete the "Relationship Discussion Sheet."

CT 2. Use "Who Would You Tell?" to discuss the relationship between the closeness of the relationship and the impact this has on the openness of the relationship.

INFORMATION SHEET

Relationship Bullseye



Discussion

Acquaintances - Who are they? Many? Few? Why? What information do you share with them? Things we would share with people we hardly know including our phone number, our whole name or relatives' names, etc.

Casual - Who are they? Many? Few? Why? What information do you share with them? Things we share are a bit more informative but not very personal.

Close - Who are they? Many? Few? What information do you share? What responsibilities are there in these relationships? These things get more personal because we feel we can trust this person.

Intimate - Who are they? What does the relationship look like? Commitment? Obligations? What do you know about each other? The things we would share with a best friend or loved one are much more personal.

Activity 1 Name______________________________

____

RELATIONSHIPS DISCUSSION SHEET

Directions: In small groups, complete the discussion questions below.

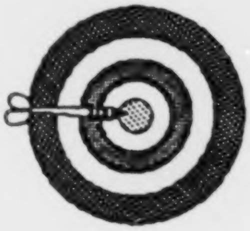
1. Identify the different types of relationships in the relationship bullseye and explain the kinds of information, feelings and experiences exchanged in each.

   a.

   b.

   c.

   d.



2. Who can hurt you the most? the least?

3. Which relationship provides the greatest risk? Why?

4. How many individuals does one need in the intimate area for optimum health and happiness? Explain.

5. For males, who is likely to be in the intimate circle? for females?

6. How might you feel or how might your life be without any casual, close, or intimate relationships?

7. How do people make their way into the inner part of your circle?

8. Do most relationships grow from outside to inside? Give an example.

Activity 1 (Continued)

9. What happens if one jumps from the outside to the intimate without going through the other circles?

10. What type of relationship should one have with a person when there is a sexual relationship involved? Why?

11. What if a person has twenty five persons in their intimate circle?

12. What might happen if a person is sexually involved at the acquaintance level? Why?

13. How does one develop friendships if he/she has none?

14. What is the point of this bullseye and the concept discussed in this questionnaire?

Activity 2

Name______________________________

____

WHO WOULD YOU TELL?

Directions: Read the following statements and determine at what point in your relationships bullseye you would reveal this information. Explain your answer.

1. whether or not you have stolen something (with complete details)

2. when you experienced humiliation

3. whether or not you like your boss

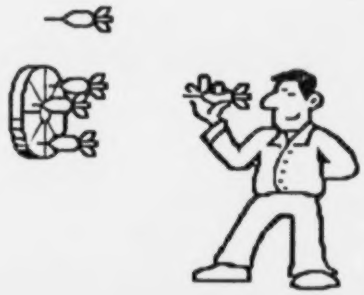
4. what your career choice is

5. your personal problems

6. your health problems

7. your salary

8. your discontent with some part of your body



COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Building Relationships

LESSON: Types/Love

PROCESS SKILLS: The student will:

1. Evaluate friendships and relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

The information at the beginning of this section can be used for discussion on love, styles of love, lasting love etc.

W/V 1. Have students survey two guys and two girls on their definition of love. Record on worksheet "What Is This Thing Called Love?" Discuss outcomes in class.

R/W/CT 2. Have students read "Thoughts of Love." Either debate the issues or complete and discuss the worksheet provided.

R/W 3. Have students read the article in Psychology Today, Sept. 1986 issue entitled "The Three Faces of Love." Have students record at least 10 main ideas or concepts from the reading. Share and compare in class.

W 4. Secure the video tape "Speaking of Love" with Dr. Leo Buscaglia. Have students complete the worksheet for discussion. The worksheet may be used without the video.

R/V 5. Have students complete the "Styles of Loving--True/False Quiz." Score the quiz to determine which loving styles are most like them. In couples read the handout on "Styles of Loving" and the meaning of their scores in relation to the information. As a class, get a quick hand count of the types that seem most prevalent among classmates. Discuss: How do you think loving styles may change as you gain more experience and maturity?

V 6. Use "Love is a Circle" as a transparency. Analyze various love songs in class. Have students listen to a variety of love songs and evaluate the styles of loving that were discussed in activity #5.

R/V/CT 7. Use the questions on the sheet "Loving." Cut them into strips or write them on cards. Toss them in the middle of the room. Ask students to pick up one, read it, and be prepared to discuss it with the class. Have students read their items and share their thinking with their classmates.

W 8. Assign students to write a"Love Essay." Utilize the assignment sheet as a guideline and evaluation tool.

R/W 9. Assign students to complete "My First Experience With Love" assignment.

R/W 10. Have students use the "In Love or Not" sheet to interview someone who is involved in a love relationship. Discuss these questions with the person and write a summary (reaction/conclusion) from the interview.

W/V 11. Complete "Love Is" assignment and make a bulletin board of the statements.

RESOURCES:

1. Psychology Today, September, 1986.

2. Departments might have available, "Speaking of Love" by Dr. Leo Buscaglia.

INFORMATION SHEET
LOVE

LOVE

Love can be seen as a combination of feelings, attitudes, and values associated with man's fundamental wish for response. There are said to be ten components of the love sentiment.

1. Sexual desire--the physiological component.
2. Physical attraction--social and personal discriminations of sex appeal.
3. Attachment--rapport through intimate association, mutual responsiveness.
4. Emotional interdependence--mutual fulfillment of basic personality needs.
5. Idealization--distortion of the other's image by lovers' dreams.
6. Companionship--common interests, mental interstimulation, and response.
7. Stimulation--adventure in new experiences together.
8. Freedom of communication and action--exchange of confidences, freedom to be oneself.
9. Emotional reassurance--mutual reaffirmation.
10. Status--rite of possession, mutual self-congratulation.

It is possible to identify various aspects of the love sentiment as different combinations of these elements. The love of a young man for his twin sister maximizes components 3, 4, 6, 8, & 9. The love at first sight depicted in a Hollywood movie is based upon components 2, 5, 7 and possibly 1, but places little or no emphasis on the other components.

LASTING LOVE

There is no magic test by which you can measure the depth or the permanence of your love feelings. Yet, if one is going to try to base his marriage upon love one must have some criteria by which to judge whether one's love is the kind of love that can be expected to continue to grow in marriage. Here are seven ways to distinguish lasting love from its short-loved substitutes.

Lasting Love . . .

Has many facets:
tender, passionate, comradery, protecting, highly specific in its focus, widely general in its direction

Is outgoing:
radiating out in its values, concerns, and interests to others' happiness and well being

Is motivating:
releases energy for work, is creative, brings an eagerness to grow, to improve, to work for worthy purposes and ideals

Is sharing:
what one has and what one is striving to be, thoughts, feelings, attitudes, ambitions, hopes, interests, all are sharable

Is a we - feeling:
thinking and planning are in terms of "we," rather than "I" centeredness

Information Sheet (Continued)

Is realistic:

faults, weaknesses, and problems are faced together as part of reality.

Changes and grows with time:

time is the surest test--if the relationship has grown through many emotional climates, further association, developing interest, and deepening feelings, the chances are that it will continue to grow as long as the persons do.

LOVE IS:

- a feeling that brings a smile to your face and makes you feel secure; being able to share anything and not feel inhibited; wanting all the happiness for him/her even if it ends; and, being able to laugh and cry together.
- a feeling of caring-respect between two people, wanting them to be as happy as you are.
- something that takes the majority of your energy and stamina, something you experience with someone or something special.
- caring so strongly, the want to make the other person happy, the need to understand. Forgiving, sharing, butterflies.
- the unselfish caring you have for another person - it is unqualified - he/she can't do something to make you 'unlove' him/her, standing beside him/her whether he's/she's wrong or right, hoping they are happy - even when you are not included or do not agree, trying to understand the person, respecting the person, and, above all, accepting him/her the way he/she is, giving of yourself but retaining your own identity.
- two people understanding and respecting each others' values, feelings and ideas, having trust and honesty beyond a doubt, wanting to make another person happy as much as you try to make yourself happy, having an open, not too serious, carefree feeling about you.
- being with a person who likes you a lot and makes you feel good, and who makes your life worthwhile, being honest with who you love, sharing your feelings the same way you share with others.
- happiness, honesty and trust.
- a feeling toward someone or something that means a lot to you, and you cherish, something you feel you can't live without.
- being able to trust him/her and always having him/her around, being happy, feeling free, not fighting, being able to accept not being together all the time.
- the engaging of two people to form a close relationship.
- two people together without feeling like they have to be something that they are not; loving and caring no matter what happens between them.

Information Sheet (Continued)

Definition of Love

Love is wishing that person happiness no matter what. If you break up with someone and no matter what you still feel or don't feel for that person, you wish them everything. Love is seeing the person for who they really are and accepting them for what they are. Love is not an out of sight, out of mind type of thing. You love that person and feel the same no matter how far or near. Love grows slowly, day by day, and forms a bond. It is as strong and as majestic as a redwood tree. The redwood tree has grown ever so slowly over years, and it is very strong. Love is not infatuation or sex. You experience and feel the other person's emotions, their ups and downs. Love lasts through many hardships and thunderstorms. Love is beautiful and it is, or course, truth and honesty.

Activity 1

Name______________________________

____

WHAT IS THIS THING CALLED "LOVE?"

Directions: Love is something people talk about almost everyday. But what is love? To help us think about a definition, complete the following activity. Talk to two males and two females - record their age and their definition of love. At the bottom, add your personal definition of love.

AGE **DEFINITION OF LOVE**

MALES

1.

2.

FEMALES

1.

2.

PERSONAL DEFINITION:

Activity 2

Name________________________________

____

THOUGHTS ON LOVE

Directions: Read the following article and complete the questions following the reading.

The source of ones feelings of love is inside oneself: Love is an inner experience. One opens up to the love inside when he/she is close to someone with qualities he/she thinks are loveable. When we say we are in love with someone else, what is happening is that when we are around that person we have an experience of our own essence (essential self) and we fall in love with that experience, because that experience is love. We often put the cause of that love on the other person, rather than realizing that what we love is ourselves around them.

Love is among the most fragile of feelings: it can and does change. Although feelings of love are always present inside, anger, worry or even a bad headache can displace them. How a person feels about oneself may affect one's feeling of love about another.

Love does not solve problems. In fact, it is likely to create new problems. On the other hand, love offers people challenging opportunities to grow. Since people grow by facing and solving problems, love provides ample potential for growth. Love is neither selfish nor unselfish. However, people can behave either selfishly or unselfishly toward those they love. How people in love act toward one another indicates whether they will be able to have a good relationship. Being willing to give your partner freedom and being respectful of his or her individuality are examples of making a relationship work successfully.

Growing in love with someone who is in love with you is simply the beginning of what can be one of life's great adventures. Love releases the potential for a good relationship. Falling in love is very easy to do; however, having a loving relationship requires a great deal of effort. Those people who have reached much of their full potential (self-actualized) do not feel the need to be on guard with one another or to impress one another. They do not need to hide their thoughts and feelings or to maintain an aura or mystery. Their relationship displays trust, creativity, admiration, fun, wonder, respect, mutual acceptance, and an ever deepening joy in one another's company. Many relationships die from anger or boredom because the two people involved stop trying to learn both how to be themselves and how to accept one another.

In healthy, growing relationships, two people are committed to establishing and maintaining equality in the relationship. They recognize that ideas and feelings of both people are important whenever they must make a decision that will affect the relationship. People in love must take special care to maintain their own individuality in the face of the intense feelings they have for one another. A sense of being separate from each other is important in the relationship. It confirms that each partner is a free person. Individuals spend time together because they want to, not because they need to be together to feel good or because they have nothing better to do. Having separate interests, activities and friends, as well as those they share is important. Both people then have interesting things to talk about and bring renewed energy to the relationship. People who do not pursue independent activities may end up overly dependent on one another. Their love will not grow and thus will not survive.

Activity 2 (Continued)

THOUGHTS OF LOVE-THINKING, INTERPRETING & REASONING WORKSHEET

Directions: Following the directions provided complete the steps on the "Thoughts of Love" article. Summarize your thoughts by answering the question at the end.

1. Underline the part(s) of the article that you question and wonder about. Discuss.

2. (Circle) the part(s) you think are particularly relevant to understanding love. Discuss.

3. [Bracket] the concept(s) that are particularly relevant to you personally. Discuss.

4. Identify some problems, traps, risks that may come out of our need to love and be loved.

Source: Developed by Carol Crockett-Alford. Fort Collins High School, Fort Collins, Colorado.

Activity 4 Name______________________________

____

SPEAKING OF LOVE

Directions: Complete the following questions after viewing the videotape "Speaking of Love" by Dr. Leo Buscaglia. The questions are basically in the order the information is presented on the video. Listen, complete, and be prepared to discuss your answers.

1. Love can sometimes be painful. Why?

2. What is a "loving person?"

3. What is "unconditional love?"

4. Can a person be loved by everyone? Explain.

5. Sometimes the greatest gift we can give to someone is to withhold rather than give. What does this mean?

6. What is our greatest duty to others? (two parts)

7. Risk and Trust: What do they have to do with love?

8. Senility is caused by what?

9. What activity does Dr. Buscaglia assign his students that is "voluntarily mandatory?"

10. Life is a process - What does he mean by this?

Activity 5

Name_______________________________

____

STYLES OF LOVING - TRUE/FALSE QUIZ

Directions: In responding to the items below, think of your most significant love relationship. If you cannot decide which has been the most significant, think of the most recent significant love relationship. If you wish, you may think of your ideal love relationship whether you have actually experienced it or not. Use the answer sheet provided to record your responses.

1. The best kind of love grows out of a long friendship.
2. I would rather suffer myself than let my lover suffer.
3. When things aren't going right between my lover and me, my stomach feels upset.
4. I consider what a person is going to do vocationally in life before I commit myself to loving him/her.
5. It's always a good idea to keep your lover a little uncertain about how committed you are to him/her.
6. I believe that "love at first sight" is possible.
7. I did not realize that I was in love until I actually had been for some time.
8. I try to use my own strength to help my lover through difficult times, even when he/she is behaving foolishly.
9. When my love affairs break up, I get so depressed that I have even thought of suicide.
10. It makes good sense to plan your life carefully before you choose a lover.
11. Part of the fun of being in love is testing one's skill at keeping it going, and getting what one wants from it, at the same time.
12. The first time we kissed, I felt a definite genital response (lubrication, erection).
13. You cannot have love unless you have cared for the person a while.
14. I feel it is important to place my lover's happiness before my own.
15. Sometimes I get so excited about being in love that I can't sleep.
16. It is best to love someone with a similar background.
17. What my lovers don't know about me doesn't hurt them.
18. We kissed and petted soon after we met because we both wanted to.
19. I still have good friendships with almost everyone with whom I have ever been involved with in a love relationship.
20. When I break up with someone, I go out of my way to see that he/she is okay.
21. When my lover doesn't pay attention to me, I feel sick all over.
22. It is important to me, in choosing a lover, to consider how he/she reflects on my family.
23. I have, at least once, had to plan carefully to keep two of my lovers from finding out about the other.
24. Usually the first thing that attracts my attention to a person is his/her pleasing physical appearance.
25. The best part of love is living together, building a home together, and rearing children together.
26. I am usually willing to sacrifice my own wishes to let my lover achieve his/her wishes.
27. When I am in love, I have trouble concentrating on anything else.
28. One must be cautious and think of the consequences before rushing into cuddling, kissing and sexual relationships.
29. I can get over love affairs pretty easily and quickly.
30. At the first touch of his/her hand, I knew that love was a real possibility.

Activity 5 (Continued)

31. It is important to choose a love partner that will be a good parent.
32. If my lover had a baby by someone else, I would want to love and care for it as if it were my own.
33. I cannot relax if I suspect that my lover is with someone else.
34. I couldn't truly love anyone I would not be willing to marry.
35. I enjoy flirting with attractive people.
36. Before I ever fell in love, I had a pretty clear physical picture of what my true love would be like.
37. It is hard to say exactly when we fell in love.
38. I would rather break up with my lover than to stand in his/her way.
39. Even though I don't want to be jealous, I can't help it when he/she pays attention to someone else.
40. I wouldn't date anyone that I wouldn't want to fall in love with.
41. My lover would get upset if he/she knew some of the things I've done with other people.
42. I like wearing the same clothes, eating the same foods, and doing the same things as my lover.
43. When my lover doesn't see me or call for awhile, I assume he/she has a good reason.
44. Whatever I own is my lover's to use as he/she chooses.
45. When/If I break up with my lover, I know I will not be able to stop loving him/her.
46. It is important in choosing a mate to consider how they will reflect on my career.
47. It's fun to see whether I can get someone to go out with me even if I don't want to get involved with that person.
48. I believed, soon after this relationship began, that it would become a permanent relationship.
49. The best love relationships are the ones that last the longest.
50. If I believed someone else could make my loved one happier, I would want my loved one to be with them.
51. If my lover ignores me, I do stupid things to get his/her attention back.
52. I consider how compatible our hereditary backgrounds are before I become involved with a person because of the effect upon our children.
53. I deliberately avoid seeing and spending time with my partner if I feel they are becoming too emotionally involved with me.
54. I often think and fantasize about my beloved.

Activity 5 (Continued) Name______________________________

____

STYLES OF LOVING ANSWER SHEET

Directions: Record your responses to the questions on the "Styles of Loving-True False Quiz" by filling in the corresponding circle on the answer sheet below. Follow through with scoring the quiz by completing the steps at the bottom of this sheet.

T F	T F	T F	T F	T F	T F
1) ○ ○	2) ○ ○	3) ○ ○	4) ○ ○	5) ○ ○	6) ○ ○
7) ○ ○	8) ○ ○	9) ○ ○	10) ○ ○	11) ○ ○	12) ○ ○
13) ○ ○	14) ○ ○	15) ○ ○	16) ○ ○	17) ○ ○	18) ○ ○
19) ○ ○	20) ○ ○	21) ○ ○	22) ○ ○	23) ○ ○	24) ○ ○
25) ○ ○	26) ○ ○	27) ○ ○	28) ○ ○	29) ○ ○	30) ○ ○
31) ○ ○	32) ○ ○	33) ○ ○	34) ○ ○	35) ○ ○	36) ○ ○
37) ○ ○	38) ○ ○	39) ○ ○	40) ○ ○	41) ○ ○	42) ○ ○
43) ○ ○	44) ○ ○	45) ○ ○	46) ○ ○	47) ○ ○	48) ○ ○
49) ○ ○	50) ○ ○	51) ○ ○	52) ○ ○	53) ○ ○	54) ○ ○

Add the total number of true answers in each column.

S____ A____ M____ P____ L____ E____

Percentile Score

S____ A____ M____ P____ L____ E____

S -	Storge´ or friendship love.
A -	Agapic or thou-centered, unselfish love.
M -	Mania or possessive and dependent love.
P -	Pragma or practical, logical, sensible love.
L -	Ludus or non-intimate, game playing love.
E -	Eros or romantic, idealistic, sensual love.

Activity 5 (Continued) Name______________________________

____

STYLES OF LOVE

There are many different styles of loving. This paper outlines and describes six different styles. Rarely is a person one of these pure types but rather we are usually a combination of these types. We tend however to practice one or two styles of loving more than the rest. Read the descriptions of the different styles and think about what style of lover you are.

Storge' (life-long friends)

Storgic lovers are essentially good friend's who have grown in intimacy through close association with another person. They assume their relationship will be permanent and that they will find a way to deal with their problems with a minimum of pain. Storgic love is characterized by rapport, self-revelation, interdependency, and mutual need fulfillment. A storgic lover does not fantasize finding another ideal lover in the future. If they do find another love relationship, they may discuss it with their storgic partner in order to get advice and to share the joys of discovering a new relationship. They do not find the highly romantic new relationship especially appealing or desirable. Storgic lovers are not searching for new love experiences; rather they enjoy the security of being able to predict each others' behavior and responses. They are not bored by routine home activity, but rather find it comfortable and relaxing.

Physical intimacy and the appreciation of the partner as a sexual person usually comes later in the relationship, and is accepted comfortably and joyously and thus it is satisfying. If storgic lovers should break up, they would probably remain close and caring friends. Temporary separations are not great problems to storgic persons. Their mutual trust allows them to view separations as necessary inconveniences, needed diversions, or opportunities for personal growth which will either improve or at least not damage their relationship.

The storgic lover does not "fall in love" in the way that other types of lovers do. They are more likely to recognize that they have been in love for some time before they realized it. Holidays and anniversaries are not important to them and may even be overshadowed by other matters. Storgic lovers resemble siblings in their understanding of the love relationship. If they fight and argue, it is not an indication that they do not love each other. They are likely to feel that when their love has matured, it will be permanent and that they cannot replace their relationship with each other any more than they can replace the relationships with siblings or with parents.

Agapic (totally "thou" centered)

Spiritual love is often called agape love. The agapic lover is forgiving. This lover assumes that when the loved one causes pain it is due to ignorance, innocent error, or a victim of forces not originating in the love-object's personality. They will forgive sexual transgressions such as becoming pregnant with someone else.

Agapic lovers never "fall in love." Their love is always available as though it comes from within them, and the love-object person is simply more available and thus has the opportunity to receive the freely-given love more easily. The agapic lover cares enough about his/her love object's happiness to understand and give up the loved one if that would seem to give him or her a greater chance for happiness elsewhere. The agapic lover is so patient with the behaviors of his/her love object that it seems to border on masochism. The ideal agapic lover would wait indefinitely for a love object to become available.

Activity 5 (Continued)

Mania (possessiveness and dependency)

The mania lover is obsessed with his or her love object. He /she may be unable to sleep, eat or even think logically around the loved one. The mania lover has peaks of excitement, but also depths of depression, with jealousy that might be described as irrational. A manic lover is distressed by a lack of contact with the love object person even for short periods of time. They are typically crushed by either real or fancied rejection, possibly to the point of suicidal ideation.

The manic lover often tries to manipulate the behaviors of feelings of the loved one, but often fails and looks foolish. Manic lovers do not tolerate separation at all well. The manic lover has a tendency to review his or her abortive love affairs and speculate about what went wrong. They frequently have sexual problems as well as problems in handling other forms of intimate interaction. Because of their high level of anxiety, manic lovers would be expected to have sexual problems related to anxiety. Mania is probably associated with low self-esteem and a poor self-concept. Because of this the manic person is typically not attracted to persons who have good self-concepts and high self-esteem.

Pragma (logical-sensible)

The pragma lover is unable to invest love in "unworthy" love objects. They are inclined to look realistically at their own assets, decide on their market value, and set off to get the best possible deal in their partner choice. Once the deal is made, the pragmatic lover remains loyal and faithful until the assets of either partner change. At that point the pragma lover may feel the contract has been violated, and they may begin to search for another partner. The pragma lover typically assists the loved one to fulfill his or her potentials such as seeing that he/she finished school.

A male pragma may decide not to become involved with any females until he has $10,000 in the bank, or has gone through counseling, or has a secure job. The pragmatic lover might check out lovers systematically such as checking Rh factors or hereditary defects. They stay married or get divorced for practical reasons. If they divorce it may be planned at some future date after school is out, or after one has a new job.

Ludus (non-intimate game player)

The ludic lover plays at love affairs as he/she plays games or puzzles--to win and get the greatest rewards for the least cost. The ludic lover hates dependency, either in himself/herself or in others. This person shies away from commitment of any sort and does not like to be taken for granted. They may keep more than one lover in order to discourage being taken for granted or getting into a committed relationship. The ludic lover would sooner find another lover than to work out sexual problems with the present lover. They are not likely to be sophisticated sexually, and as a rule, have only one sexual routine. The ludic lover is never possessive or jealous, and usually has what appears to be a good self-concept. The ludic lover never reveals all of him/herself, and does not demand this of others.

Eros (romantic)

The eros lover places a great deal of emphasis upon emotional feelings. They believe that love at first sight is possible if not mandatory. Falling in love is highly desirable. They often feel changes in their body such as increased heart-beat when they view their loved one. They believe that being in love produces an optimum state in the whole mind-body. Eros lovers tend to be monogamous. They remember exactly how their partner looked when they first met. They remember all of the details of the first sexual experience. Sex comes early in the relationship;

Activity 5 (Continued)

in fact it is a needed and necessary part of the relationship. They have an ideal picture of what their lover will look like. They emphasize beauty and sensual things. An erotic lover wants to know everything about the beloved from the first moment of their meeting, and also wants to reveal everything. If erotic lovers do not get jealous, it is because they are rarely apart. There is a thorough commitment to the loved one, but when a break-up comes, it is often explosive and painful.

Summary

There is no best kind of loving; rather it is understanding what kind of lover you are. Some matches or blend of styles of loving appear to be more productive than others. For example, the ludic lover is not a good match with an eros lover. The ludic lover avoids commitment and intimacy, and the eros lover wants and needs those qualities.

Activity 6

LOVE IS A CIRCLE

Love is a circle, warm as summer sun,
Making flowers blossom, after winter's done.

Love is a circle, coming back to you,
When your love is given, with a heart that's true.

Love is a circle, going up then down,
Reaching to the heavens, returning to the ground.

Like a wheel that's turning a carousel of joy,
Love has a returning which only time can tell.
It may take a lifetime, an hour, or a day,
But after love is given, love will find a way.

Love is a circle, take my hand my friend,
Love is a circle, love will never end.

Love is a circle, going round and round,
Reaching out to touch you, music all around.

Love is a circle, setting people free,
Love is a circle, love is you and me.

Love, once it is given, has no end,
Circling forever thru all time.
Bringing love wherever man may be,
Going on for all eternity.

By Manny Feldman
-Marriage, Family
and Child Counselor

Activity 7

LOVING

Directions: Cut the following questions into strips or write on note cards. Throw in the middle of the room and have students pick one. Students share their answers with class.

Is loving someone different from being "in love" with someone?

How can you tell love from friendship? From sexual attraction?

Does self-love have anything to do with loving someone else?

Does the length of a loving relationship have anything to do with how real the love is? (Is duration a test of validity?)

Does loving add to, or subtract from, your freedom?

Will you always like someone you love?

Does jealousy mean something in a loving relationship?

Do secrets have a part in a love relationship? (Should there be any?)

What are the things you expect from a "romantic" loving relationship? Are they different from what you expect from family or friends you love?

What are some of the risks you take when you love someone? Is love worth the risks?

What responsibilities do you have to someone you love?

Can love end? Why?

How do you know when you're ready to be sexually involved?

Do you have any sexual obligations to yourself?

Do you have any sexual obligations to your partner?

Is it possible to have fulfilling sex without a relationship?

Is it possible to have a fulfilling relationship without sex?

What if one partner wants to be sexually active and the other partner doesn't? You don't want to be sexually active /your partner does, what about their sexual needs?

Are there unique responsibilities related to a sexual relationship?

What part does/should sex play in a love relationship?

Activity 8

Name ______________________

____

LOVE ESSAY

Directions: Follow the directions below to complete an essay on love. Attach the essay to this sheet to be graded.

Write an essay on love. Be sure to include the following items:

1. Definition and understanding of love included. ______
2. Include the different types of love. ______
3. Include ways love is expressed. ______
4. Include loving relationships you have experienced. ______
5. Include a quote, a source, your reactions, and the meaning. ______
6. Spelling, vocabulary, neatness. ______

Total ______

Activity 9

Name ______________________________
____

MY FIRST EXPERIENCE WITH LOVE

Directions: Write about some of the things you did, how you felt, how you got into the relationship, and what you learned from one of your first love experiences (puppy love, infatuation, love at first sight, etc.). Explain if it was helpful or harmful as an experience in growing up.

Activity 10

Name ______________________________

____

IN LOVE OR NOT?

Directions: Interview someone who is involved in a love relationship. Talk over these questions with the person and write a summary reaction and your conclusions from the interview.

1. Do I only admire the other person's body, or do I find equal pleasure in the conversation, ideas, humor, and nonsexual dimensions of personality? Is petting the only enjoyable part of the relationship on each date?
2. Has my admiration and enjoyment increased or decreased in the last few weeks or months? Am I getting a little bored? Do I contemplate with pleasure or discomfort the thought that increased longevity rates in the U.S. will make it possible for us to spend almost half a century together?
3. Do I find myself looking forward to group dates so as to hear and be with somebody else of the opposite sex? Am I worried by my interest in a specific third person or my desire to be with others?
4. Am I developing new interests (music, political causes, sports, etc.) only to please the other person and not really feeling pleasure in these activities? Am I counting on giving up something I enjoy doing as soon as we are married?
5. Do I find my main pleasure in thinking of myself as a married person, or do I anticipate, with delight, a close relationship with another person for a long period of time?
6. Do I find myself disappointed that I do not really feel the excitement, the intensity of emotion in our relationship, that people talk about and fiction writers depict? Am I just more sensible than the average, or is there something lacking in our relationship?
7. Do I worry that none of the good qualities I see in the other person seem evident to my friends and relatives even after repeated visits?
8. Why do I fear marriage if I love the other person? Can one love and not want to marry? Am I afraid of having my personality submerged and losing my individuality? Must two persons think as one?
9. Do I like quiet times together, or am I first to suggest going out and visiting others? Are the silences between us restful and pleasant, or are they uneasy and foreboding of years of lack of anything to say to each other about the world or about ourselves?

Activity 11

Name ______________________________
____

LOVE IS...

Directions: (Group Project) List, or brainstorm, as many ways to describe "love" as you can think of. Be able to answer the questions, "What is Love?" and "How do I know when I'm in Love?"

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Building Relationships

LESSON: Type/Infatuation

PROCESS SKILLS: The student will:

1. Evaluate friendships and relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/V 1. Utilize the "Difference Between Love and Infatuation" sheet by copying and cutting each statement apart without the labels or numbers. Put statements in envelopes. Organize the class into groups. Give each group an envelope. Ask each group to organize the statements into a love category and an infatuation category. Have students tape them to a pink sheet of paper if it is love and another color if it is infatuation. Compare the results of each group. Discuss those which seem to be in question. Also focus on: Why do those on the infatuation list belong there?

R/V 2. Divide the class in half. Be sure each person has a partner. Have half of class read "Love or Infatuation" by Ann Landers and the other half read "Love or Infatuation" from a reader of Ann Landers. Have each couple complete the "Infatuation Analysis" sheet. Share results.

R/V 3. After reading and discussing the differences of love and infatuation complete the case study assignment, "Is It Love or Infatuation?" Compare/contrast student answers. Draw conclusions.

Activity 1 Name ______________________

____

THE DIFFERENCE BETWEEN LOVE AND INFATUATION

LOVE	INFATUATION
1. Tends to occur in late teens and in the twenties.	1. Tends to be more frequent among young adolescents and immature persons.
2. Attachment simultaneously to two or more tends not to be frequent.	2. Simultaneous attachments to two or more tends to be frequent.
3. Most cases last over a long period of time.	3. Tends to last only a short time (a few weeks in most cases).
4. More slowly develops again after a love affair has ended.	4. More quickly occurs soon after a given involvement has ended.
5. Often used to refer to present affair.	5. Term often applied to past attachments.
6. Object of affection is more likely a suitable person.	6. Tends to focus more frequently on unsuitable persons.
7. Parents tend to approve.	7. Parents more often disapprove.
8. Broadly involves entire personality.	8. Focused on few traits-mostly physical.
9. Brings new energy, ambition, and more interest in life.	9. Less frequently accompanied by ambition and wide interests.
10. Associated with feelings of self-confidence, trust and security.	10. Feelings of guilt, insecurity, and frustration are frequent.
11. Accompanied by kindlier feelings toward other people generally.	11. Relationship tends to be self-centered and restricted.
12. Joy in many common interests and an on-going sense of being alive when together, precludes boredom.	12. Boredom is frequent when there is no sexual excitement or social amusement.
13. Relationship changes and grows with on going association, developing interests, and deepening feelings.	13. Little changes in the relationship with the passing of time.
14. Accompanied by willingness to face reality and to tackle problems realistically.	14. Problems and barriers are often disregarded; idealization may have little regard for reality.
15. Has a protective, maturing, caring concern for the beloved.	15. Little change in the relationship over a period of time.

Activity 2

Name ______________________________

LOVE OR INFATUATION?

Infatuation is instant desire. It is one set of glands calling to another. Love is friendship that has caught fire. It takes root and grows - one day at a time.

Infatuation is marked by a feeling of insecurity. You are excited and eager, but not genuinely happy. There are nagging doubts, unanswered questions, little bits and pieces about your beloved that you would just as soon not examine too closely. It might spoil the dream.

Love is quiet understanding and the mature acceptance of imperfection. It is real. It gives you strength and grows beyond you - to bolster your beloved. You are warmed by his presence, even when he is away. Miles do not separate you. You want him nearer. But near or far, you know he is yours and you can wait.

Infatuation says "We must get married right away. I can't risk losing him." Love says "Be patient. Don't panic. He is yours. Plan your future with confidence."

Infatuation has an element of sexual excitement. If you are honest, you will admit it is difficult to be in one another's company unless you are sure it will end in intimacy. Love is the maturation of friendship. You must be friends before you can be lovers.

Infatuation lacks confidence. When he is away, you wonder if he's cheating. Sometimes you even check.

Love means trust. You are calm, secure and unthreatened. He feels that trust, and it makes him even more trustworthy.

Infatuation might lead you to do things you'll regret later, but love never will.

Love is an upper. It makes you look up. It makes you think up. It makes you a better person than you were before.

ANN LANDERS

Activity 2 (Continued) Name ______________________________

____

LOVE OR INFATUATION?

Infatuation leaps into bloom. Love usually takes root slowly and grows with time.

Infatuation is accompanied by a sense of uncertainty. You are stimulated and thrilled but not really happy. You are miserable when he is absent. You can't wait until you see him again.

Love begins with a feeling of security. You are warm with a sense of his nearness, even when he is away. Miles don't separate you. You want him near, but near or far, you know he is yours and you can wait.

Infatuation says, "We must get married right away. I can't risk losing him."

Love says, "Don't rush into anything." You are sure of one another. You can plan your future with confidence.

Infatuation has an element of sexual excitement. If you are honest, you will discover that it is difficult to enjoy one another unless you know it will end in intimacy.

Love is the maturation of friendship. You must be friends before you can be lovers.

Infatuation lacks confidence. When he is away you wonder if he is with another girl. Sometimes you even check to make sure.

Love means trust. You may fall into Infatuation, but you never fall in love. Infatuation might lead you to do things for which you might be sorry, but Love never will.

Love leads you up. It makes you look up. It makes you think up. It makes you a better person than you were before.

From a reader of ANN LANDERS

Activity 2 (Continued)

Name ______________________________

____

INFATUATION ANALYSIS SHEET

Directions: After reading "Love or Infatuation" complete the following questions.

1. How is being infatuated likely to affect the following and why:
    a. relationships with other friends
    b. school work
    c. relationships with parents
    d. emotions and inner feelings
2. How does being infatuated relate to jealousy?
3. How does infatuation relate to love?
4. How does love affect the following and why?
    a. relationships with other friends
    b. school work
    c. relationship with parents
    d. emotions and inner feelings

Activity 3

Name ______________________________

____

IS IT LOVE OR INFATUATION?-CASE STUDY

Directions: Read the case study below. Circle the things that make you believe it's infatuation. Underline the things that make you believe it's love.

Janet has known Jack for three months and they have decided to get married. She explains, "It was love at first sight." Janet talks about Jack constantly - so much so that she is beginning to wear on her friends' nerves. Janet says she has a genuine trust of Jack and is certain that he is loyal when she's not around. She frequently tells her friends, "The chemicals clicked early in our relationship and we both fell passionately in love very soon after we met."

What do you think? Is this love or infatuation?

Give several reasons for your decision. Provide some examples of how Janet's statements, if changed, could indicate the emotion you decided the case study didn't depict.

Activity 1

ABUSE: STOP IT BEFORE IT STARTS

They say you always hurt the one you love. But put-downs, threats, or acts of violence are *never* okay. Find out what an abusive relationship is and how to draw the line.

By Mark Bregman

A teen in New York City used to get so angry at his girlfriend that he'd grab her arm and twist it behind her back—until he broke it.

The girlfriend of a well-liked boy from San Francisco belittled him constantly until his self-esteem was shredded.

In Nebraska, a boy used to slap his girlfriend hard in the face each time she refused his sexual advances. She thought this was "normal."

Abuse can happen anywhere. But cases of abuse are not always clear-cut. A boy may think that giving his girlfriend a shove is just an example of rough play. A girl may think a clever put-down of her boyfriend is a way to show her affection. But there is no fun when someone gets hurt, either physically or emotionally. And these types of behavior may signal the beginning of a vicious pattern in a relationship. Below, find out what abuse is, and how to draw the line.

WHAT IS ABUSE?

Abuse in a relationship includes:

- physical violence, such as hitting;
- verbal cruelty, such as insults;
- being hostile or cruelly neglectful.

That's right—ignoring someone else's needs can be a form of emotional abuse. And emotional abuse can leave long-lasting inner damage.

How can you tell when abuse begins in a relationship? "Usually a teen couple wants to have fun on both sides," says Leon Rosenberg, a psychologist at the Children's Center of Johns Hopkins Hospital in Baltimore, Maryland. "Each person has a limit about what kinds of physical actions, or teasing with words, feel comfortable."

For example, a boy may horse around by tickling his girlfriend. But the girl has the right to say "Stop it!" A boy who has self-control will stop. But a boy who continues the tickling until she's upset—and who seems to enjoy the girl's discomfort—crosses over the line to abuse. In other words, ignoring someone else's limits is abusive.

But isn't some horsing around or arguing normal in a healthy relationship? Yes, some physical play or arguing in a relationship *is* normal, Rosenberg says. But physical behavior that becomes rough more than once or twice—or put-downs that become a habit—can escalate into a pattern of abuse.

WHAT'S WRONG WITH ABUSE?

You may have heard guys say:

- "What's wrong with slapping a girl who's 'asking for it'?"
- "It's all right if I get carried away playing around sometimes."
- "She just wants attention—that's why she puts me down."

Or you may have heard girls say:

- "I think it's good when a boy beats a girl who needs it."
- "I fight back, too, so that isn't abuse."
- "He has good qualities, so I put up with the way he treats me. After all, nobody's perfect—you take the good with the bad."

What's wrong with this kind of thinking? Plenty, experts say:

- These attitudes help abuse to continue. "Once we think of physical or emotional abuse as acceptable behavior, where do we draw the limit?" says Sharon Herzberger, a professor of psychology at Trinity College in Hartford, Connecticut.
- In the extreme, abuse becomes battering. "Constant physical abuse is what terrorists do to hostages," says Carolyn Newberger, an education director at the Children's Hospital in Boston, Massachusetts. The effect is that the victim becomes brainwashed—too confused to know how to cope with the trauma, too afraid to leave.
- This kind of thinking hurts both girls and boys. Girls with low self-esteem may believe they have no rights or no control over their own bodies, Herzberger says. They may want a relationship so badly that they blame them-

THE FIVE-STEP CYCLE OF ABUSE

Abuse often follows a five-step pattern, says Martha Erickson, a psychologist at the University of Minnesota in Minneapolis. She offers this example:

1. Tension. A boy asks his girlfriend to help clean up a mess *he* made. She refuses, which sets up tension between the two.

2. Belittlement. He puts her down: "You're worthless."

3. Physical abuse. She may sulk or try to "get even." He gets more and more angry—finally shoving, hitting, or physically threatening her.

4. Remorse. He regrets his actions and lack of control, and he apologizes to her sincerely.

5. "Resolution." He promises his abuse will never happen again. She may believe him, but her forgiveness allows the cycle to continue.

Activity 1 (Continued)

selves for the abuse, or deny that it's happening. The Nebraska teen whose boyfriend slapped her says, "I felt so bad about myself, I thought it was my fault when he slapped me."

"Boys who resort to physical or emotional abuse to display their sense of power often feel terribly weak and threatened inside," Herzberger says. The challenge for humans is to use their minds to handle the demands of relationships. "People who use abuse to get what they want are like apes who have no other ways of dealing with their emotions," she adds.

- Accepting abuse hurts any chance of having a successful relationship. Whether you need to prove your power as an abuser, or whether you need to feel sorry for yourself as the abused, you can't win. "It's a cop-out to accept abuse in a relationship," Rosenberg says. At the base of human relationships are standards for decent behavior. Without these standards, loving and fulfilling relationships are impossible.

The bottom line is self-respect within

"I FELT SO BAD ABOUT MYSELF, I THOUGHT IT WAS MY FAULT WHEN HE SLAPPED ME."

—Nebraska teenager

ARE YOU AT RISK OF BECOMING A VICTIM?

Directions: This is a private test for you alone. Answer the following questions honestly yes or no. Then check your scoring below.

___1. Do you often feel "powerless," and unable to control your life?

___2. When something good happens, do you feel as if you don't deserve it?

___3. Do you always tend to blame yourself for things that go wrong?

___4. Do you usually feel you don't have the right to say "no" when someone wants something from you?

___5. Are you the child or relative of someone who has been physically or emotionally abused?

___6. If someone apologizes to you for hurtful behavior, do you readily forgive the person?

___7. Is it hard for you to share your true feelings with someone else?

___8. Do you think your happiness depends on having a romantic relationship?

___9. Are you aware of accepting physical or emotional abuse from others too easily?

___10. If you felt you were a potential victim in a relationship, would you try to stick it out?

Scoring: Give yourself one point for each "yes" answer.

1-3: You are aware of your own personal problems, but seem able to keep them from getting out of hand.

4-6: This is a good time to take a look at yourself. Try to be aware of any behaviors that may lead you into becoming a "victim," and work to control them. You may need to talk to someone you trust, or a counselor.

7-10: You may be in danger of becoming a victim in a relationship. Why not seek help with an adult or counselor?

Activity 1 (Continued)

a relationship. In an abusive relationship, both people lose their self-respect. "They both end up powerless because they can't control their impulses," Rosenberg says.

GLAMORIZING VIOLENCE

Why do people become abusers or victims? First, "We live in a society that glamorizes violence on TV and in the media as an acceptable way to solve personal conflicts," Herzberger says.

Second, some forms of drugs, such as crack—a smokable form of cocaine—can cause even the most normal teen to behave violently. "We're seeing terrible instances of abuse because of crack," Herzberger says.

Third, many people who become abusers or victims have suffered themselves in the past. They may have witnessed a parent's abusive behavior. Some may have been physically, mentally, or sexually abused as children. Or they may have been cruelly neglected.

These children grow up "modeling"

HOW TO STOP ABUSE BEFORE IT STARTS

Patrice Leach educates teens on relationships and sexuality as an outreach director, part of a Planned Parenthood education program in Brooklyn, New York. She offers teens the following points to keep abuse from beginning.

- **Your body belongs to you only.** Set up a "body space." No one has a right to touch you without your permission. "Your body language is important," says Leach. Don't invite someone to approach you unless you mean it.
- **Trust your responses.** If you feel uncomfortable by someone's actions, listen to your feelings. The person may have crossed an unacceptable line.
- **Say "stop it," but mean it.** If you think someone is mistreating you, tell him or her to stop. Be firm. If your signals are mixed, he or she may continue.
- **If you feel like a potential "victim" in a relationship, seek help.** "Opening up and sharing your fears is the best way to change them," Leach says. Sometimes just communicating with the other person in the relationship can lead to change. Or find a teen support group. Contact your Planned Parenthood chapter, or check the directory under Human Service or Social Service groups.

HOW TO AVOID BEING AN ABUSER:

- **Be aware of your own anger.** If you tend to have a short fuse, don't blame someone else for what upsets *you*. Try to keep your temper under control.
- **Respect someone else's limits.** If someone says, "No," listen and stop.
- **Seek help to understand yourself.** Talking about your problems can keep you from acting out your frustration, Leach says.

ARE YOU AT RISK OF BECOMING AN ABUSER?

Directions: This is a private test only for yourself. Answer honestly **yes** or **no** to each of the following questions. Then check the scoring below.

___**1.** Do you often feel that you are overly troubled or angry without any release for your emotions?

___**2.** When you feel ready to blow up, do you take out your frustration on the person closest to you?

___**3.** Do you feel confused, guilty, or scared by your behavior and feelings?

___**4.** Do you believe you have been treated cruelly or indifferently by others, and that you repeat the same type of behavior in your relationship?

___**5.** Is your relationship with your girlfriend or boyfriend usually tense?

___**6.** Do you become overly angry when the other person doesn't want to do what you want to do?

___**7.** Do you often feel as though you're the only person in the world with emotional problems?

___**8.** Do you often feel frustrated or overwhelmed by your relationship?

___**9.** Do you often feel that you are "stressed out"?

___**10.** Do you find yourself yelling at, threatening, or hitting someone else because you don't know any other way to handle your feelings?

Scoring: Give yourself one point for each "yes" answer. Total up your score.

1-3: You are aware of your own problems, but seem able to handle them.

4-6: This is a good time to take a look at yourself. Be aware of behavior that leads to abuse. You might want to talk to someone you trust, or a counselor.

7-10: You may be in danger of setting up abusive patterns in a relationship. You may need to seek help from a counselor or other adult.

Activity 1 (Continued)

their parents' behavior, Rosenberg says. They lack normal guidelines about how to act toward others. They may think that being violent to get what they want is normal. Or they may think that getting hurt is what they deserve.

A study at Vanderbilt University in Nashville, Tennessee, found one important clue to the behavior of abusers and victims: Often they were children who grew up believing that they were unloved or unwanted by their parents—whether or not that was true. Without the support they wanted or needed, they grew up to see the world as a "mean, scary place," Newberger points out.

A University of California study shows that mistreated toddlers often react to the distress of others by adding *more* abuse. Sometimes, abused toddlers first attack, then comfort the upset child. In other words, they learn to confuse caring about someone with hurting the person. The study suggests that the cycle of abuse may start as soon as a child can walk.

If such behavior is learned so early, it might seem impossible to change. But that's not so. "It's very important to know that many abusive, abused, or neglected children grow up to become normal, loving adults," Herzberger says.

That may happen through a teen's own strength and self-awareness. Or a caring adult may help. Sometimes situations improve on their own. For example, if a teen's parents have an abusive relationship, counseling may change their behavior, and show a teen a better example. Rosenberg cautions, however, that violent abusers may have the hardest time changing. They may have trouble caring about the feelings of others, and may be unable to control their anger.

In the end, remember, it takes two to have an abusive relationship. If one person says no—either to an abuser or a victim—the relationship ends before trouble begins. G

Source: "Abuse: Stop It Before It Starts" by Mark Bregman. Copyright © 1989, V.4 N.9, p.p. 5-7, 37. Reprinted by permission of Scholastic Publishing, Inc.

COURSE: Relationships

UNIT: Family

TOPIC: Family Concepts

LESSON: Definition/Goals and Values

PROCESS SKILLS: The student will:

1. Understand concepts of the family and examine the responsibilities of an individual in establishing family goals and values.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

V 1. Hand out paper and crayons/markers to students. Have them draw their family. Share their drawings with the class.

W/V 2. Lecture using the information by Virginia Satir, People Making, on what makes a troubled family versus a nurturing family.
- Ask students three questions and discuss their responses.
- List qualities/characteristics of a troubled vs. a nurturing/healthy family.
- Discuss how to change.

V 3. Brainstorm and discuss possible options for the American Family (notes included).

W/V 4. Students, in groups, write a definition for today's family. Give each group a strip of overhead transparency to write their definition on. One student from each group shares their definition with the class. After all groups have shared, as a class, decide on a definition.

W/R 5. Use "Family Facts - I" as a pretest OR select questions (10-15) from notes which can be used as pretest.

R/W/V 6. "Family Facts - II." Have students brainstorm all the types of families they can identify. Then divide the class into groups and have each group be responsible for defining their assigned types of families.

R 7. Share Future Homemakers of America "family" definition (included).

R/W 8. Students complete "Family Attitude Test" handout. Share with class, if they desire. Discuss how different scores reflect various goals and values.

R/W/V 9. Students complete activity "Family Differences." Students share answers to generate discussion. (The activity has been divided into various parts - use as it best fits your needs.)

RESOURCES:

BOOKS:

1. Cavan, Ruth, The American Family. Crowell, 1969.
2. Clubb, Angie Neumann, Love in the Blended Family. Health Communications.
3. Curran, Dolores, Traits of a Healthy Family: Fifteen Traits Commonly Found in Healthy Families by those Who Work With Them. Winston Press, 1983.
4. Dobson, James, Focus on the Family: Authority, The Foundation of the Home. Work, Inc. 1978.
5. Felker, Evelyn, Raising Other People's Kids, a Successful Child Rearing in the Restructured Family. Eardmans, 1981.
6. Jones, Adrienne, Street Family. Harper and Row, 1987.
7. Satir, Virginia, Peoplemaking. California, Science and Behavior Books, Inc. 1972.
8. Satir, Virginia, Satir Step by Step: a Guide to Creating Change in Families. California, Science and Behavior Books, Inc. 1983.
9. Satir, Virginia, Conjoint Family Therapy. California, Science and Behavior Books, Inc. 1969.
10. Stone, Deborah, Young Living, and Family Living.

INFORMATION SHEET
AMERICAN FAMILY

The American family has changed in it's structure, values, goals and how it functions in today's society. Many students are in or connected to different types of families. They are the resources for the changing definition of the American family.

Any troubled family can become a nurturing one. How to change?

1. You need to recognize that your family is a troubled family.
2. You need to have some hope that things can be different.
3. You need to take some action to start the changing process.

Remember, there is no reason for anyone to feel guilty himself or to blame others in the family.

Start accepting responsibility for yourself and do not blame others.

Self-worth - fill up each others "pot."

Communication - talking and listening.

Rules you live by - A rule is an established guide or regulation for action, conduct, method, arrangement. Rules are actually a vital, dynamic and extremely influential force in your family life. Sitting down and discussing the rules can be enlightening to all.

System - open and closed - The open system offers choices and depends on successfully meeting reality for it's continuing life. The closed system depends on law and order and operates through force, both physically and psychologically.

Get feelings out!

Source: Peoplemaking by Virginia Satir. (This information is to be used after troubled and nurturing families information.)

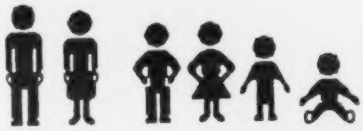
Activity 2 Name ______________________________

____

TROUBLED/NURTURING FAMILIES

Directions: After reading and discussing the characteristics of a troubled vs. a nurturing family, answer the following questions.

QUESTIONS TO ASK YOURSELF:



- What feels good about living in your family?

- What is fun and exciting about being a member of your family?

- Do you feel you are living with friends, people you like and trust, and who like and trust you?

If you answer positively to these three questions feel assured you probably live in a nurturing family. If your answers were more negative you probably live in a more troubled family.

Activity 3 Name ______________________________

____

OPTIONS FOR THE AMERICAN FAMILY

1. Living together
2. Married
3. Single parent and children
4. Blended Family
5. Single parent and adoption
6. Divorced and equal shared custody - child spends time with both parents
7. Married and working mothers with children
8. Married with unemployed father - mother becomes the breadwinner
9. Extended Family - grandparents live with family
10. Cults
11. Gangs
12. Two women and children
13. Two men and children
14. Alone and never married but created a family out of friends
15. Family of older people

Activity 5

Name ______________________________
____

FAMILY FACTS

Directions: Your family has a major influence on your life. The way you get along with your family affects your relationship with other people. Check your knowledge of family facts by responding to the statements below. If the statement is true, write a plus (+) in the space provided. If the statement is false, write a zero (O) in the space.

________1. An extended family consists of a mother, father, and children living in the same house.

________2. Traditions influence how families celebrate holidays.

________3. A nuclear family includes a parent, stepparent, children, and stepchildren living in the same house.

________4. You no longer need your family once you grow up and move out on your own.

________5. Good communication can help reduce conflicts with your parents.

________6. Brothers, sisters, and cousins are called siblings.

________7. You have the responsibility to get along with other family members.

________8. A single-parent family includes one parent and a child or children living in the same house.

________9. Basic personal values are influenced by your family.

______10. Spending time together makes family life more enjoyable.

______11. Emotions have no effect on family communication.

______12. The only time it is important to talk with your parents is when you have a problem.

Source: Young Living Workbook by Deborah Ross Stone. © 1990. p. 28. Reprinted by permission of Prentice Hall.

Activity 6 Name ______________________________

____

FAMILY FACTS

Directions: Read the words below. Choose the correct word to complete each sentence. Write the word on the line. You will not use all the words.

married couple
teenage children
family life cycle
blended family
foster care
school-age children
aging members
substitute families
nuclear family
adoption
single-parent families
childbearing families
"empty nest" family
family planning
extended family
childless family
preschool children
family rituals

1. Parents and their dependent children form what is called a(n)______________.

2. A(n)______________consists of at least three generations living together.

3. A(n)______________contains a stepparent and stepchildren.

4. Through______________, many couples try to control the number and timing of their children.

5. The legal means of taking someone else's child into your family is called______________.

6. Placing children in a family temporarily during times of crisis is called ______________.

7. Most ______________ are headed by women.

8. Communal groups and utopian communities are sometimes called ______________.

9. Most families go through a series of stages called a(n)______________.

10. Learning how to make a baby happy, secure, and healthy is the goal of ______________.

11. The ______________remains after the last of the children leaves home.

12. Families with ______________maintain hectic schedules with school, activities, and meetings.

13. A(n)______________chooses to have a higher standard of living, to pursue a career, or to have the leisure time they want for traveling and other activities.

14. ______________set up households together and adjust to each other's personalities, values, and goals.

Source: Family Living Teacher's Resource Book, 3rd Edition. © 1988. p.133. Reprinted by permission of Prentice Hall, Inc.

Activity 7

DEFINITION OF 'FAMILY'

Future Homemakers of America —
We Are Family!

Fam·i·ly

fam·i·ly (fam′-ə-lē), n. 1 a: a group of persons, sometimes living under one roof, who nurture and support one another physically and emotionally b: a mutually supportive team of individuals who work together and share skills and resources 2 a: an environment created by caring people where individuals learn to be productive members of society b: a context for discovery where individuals can comfortably accept challenges, make mistakes, have wins, be self-expressive, and grow at a personal pace

Don't just watch our family grow—grow with us!

Future Homemakers of America...
FHA/HERO Chapters

It's not something you join. It's something you do.

Source: Reprinted permission of Future Homemakers of America. A National Vocational Student Organization made up of FHA and HERO Chapters.

Activity 8 Name ______________________________

____

FAMILY ATTITUDE TEST

Directions: On the line provided, mark **A** if you **Agree** and **D** if you **Disagree.**

______ 1. Big families are happier than small families.
______ 2. Parents have less work and worry when they don't have so many children.
______ 3. Children from smaller families are not sick as often as children from larger families.
______ 4. Couples should have many children to help bring in more money for the family.
______ 5. Couples should have many children because their family and neighbors expect it.
______ 6. Couples should decide if they want to have children.
______ 7. Couples should have many children to help take care of them when they get older.
______ 8. There is less worry about the future in a small family.
______ 9. Couples should have big families to carry on the family name.
______10. Small families can save money for the future.
______11. The world won't be so crowded if people limit their family size.
______12. Families should limit the number of children they have so that they can have more room in their home.
______13. Couples should have the number of children that they want.
______14. A woman is happier and feels more useful if she has a lot of children.
______15. Couples can get ahead in their jobs faster if they don't have a lot of children.
______16. Couples get along better if they have a lot of children.
______17. A husband and wife can get away from home more if they don't have so many kids.
______18. A larger family is better because all the children can help with the work.
______19. It is God's will for some couples to have many children.
______20. A woman should have a lot of children because it makes the man feel big.
______21. A larger family is better because the older children can help out with the younger ones.
______22. The mother has better health if she has just a few children.
______23. It doesn't cost as much to raise a small family.
______24. Large families are good because they help in the community.
______25. Smaller families have more money for trips, movies, and other things they want.
______26. Big families are needed to defend the family and country.
______27. Children from larger families get along better with people.
______28. Couples can live in a better house if they don't have so many children.
______29. Children from bigger families learn to get along in the world easier
______30. Having children at least two years apart is better.

Give yourself one point for **agreement** with the following statements:
2-3-6-8-10-11-12-13-15-17-22-23-25-28-30

Give yourself one point for **disagreement** with the following statements:
11-4-5-7-9-14-16-18-19-20-21-24-26-27-29

YOUR TOTAL SCORE: ____________

Source: Adult Roles and Functions. West Virginia Department of Education.

Activity 9

Name ______________________________

____

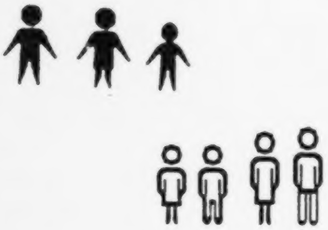
FAMILY DIFFERENCES: The Old Ways vs. the New Ways

Directions: Many times there are no right or wrong answers. Your view of the world (what's right, what's true) depends on where you grew up, when and with whom. Please answer the following questions. Remember there are no right or wrong answers to the following questions; only your answers. You need not answer any questions that you feel to be too private or personal.

- Name three groups you belong to.
- Where did you grow up?
- What's the best thing about that place?
- What's the worst thing about that place?
- In what ways are you like your parents?
- In what ways are you different from your parents?
- In what ways is your family different from other families in your neighborhood?
- In what ways is your family similar to other families in your neighborhood?

Directions: Complete the following sentences with the first thing that comes to your mind. Don't spend a lot of time thinking about it.

- In our family, decisions are made.....
- A father should.....
- A mother should.....
- A small child should.....



- A teenager should.....
- If families have problems, it's usually because.....
- Women who work outside the home.....

Activity 2 (Continued)

- It's very important that families.....
- Big families are.....
- Small families are.....
- Single-parent families are.....
- A rule my parents made that I think is old-fashioned is.....
- It's important for men to.....
- It's important for women to.....
- Something that my parents believed about marriage that I don't believe is.....
- People should attend school until they're.....
- My parents think that education is.....
- I think that education is....
- The person who has taught me the most is.....
- When a child misbehaves, parents should.....
- A child should leave home when.....
- Parents and children disagree most often about.....
- The most important thing parents can teach their children is.....

Activity 2 (Continued)

Directions: Answer the questions in the space provided.

- Did you learn any superstitions from your family? What are they?
- What's a slang word that you use for something that's really good? Really bad?
- Did/does your mother or father have a favorite expression? What is/was it?
- What stories did your parents tell you when you were small? Where did they learn these stories?
- Does your family have any special customs, rituals, or celebrations? Where did they originate?
- Were your parents born in another country? If so, what's a traditional custom from that place which they've kept?
- Were your parents born in another part of this country? If so, what's a traditional custom from that part of the country which they've kept?
- How would your life be different if you had grown up where your parents grew up? If you had grown up during the times your parents did?

Activity 2 (Continued)

Directions: Pick the answer in each pair that more closely describes what **you** believe. There are no right or wrong answer, only your answers. Try to be as honest with yourself as possible. Explain your answers.

It's better to:

a. show strong emotions.

b. hide strong emotions.

a. cooperate with others rather than compete to win.

b. compete skillfully and aim to win.

a. prepare for the future, even if you have to suffer a little now.

b. live for today, since you never know what will happen.

a. work hard at pleasing others.

b. please yourself first; only then can you please others.

a. express negative feelings.

b. keep your problems to yourself.

a. follow your heart.

b. follow your head.

Write in the space below what you have learned about yourself.

ANSWER KEY

ACTIVITY 5

Family Facts - I

1. + - The members mentioned are included plus others.
2. +
3. o - This is an example of an extended family.
4. o
5. +
6. o - Cousins are not considered siblings.
7. +
8. +
9. +
10. + - This is the case in most situations.
11. o
12. o

ACTIVITY 6

Family Facts -2

1. nuclear family
2. extended family
3. blended family
4. family planning
5. adoption
6. foster care
7. single-parent families
8. substitute families (answers may vary)
9. family life cycle
10. childbearing families
11. "empty nest" families
12. school-age/teenage children
13. childless family
14. Married couples

COURSE: Relationships

UNIT: Family

TOPIC: Family Concepts

LESSON: Family Structures

PROCESS SKILLS: The student will:

1. Compare the various family structures.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/M V

1. "Mini-Census Survey Form" handout.
    a. Take an anonymous poll of students to determine their family structures.
    b. Tabulate the data. Calculate the class results for each questions.
        Question 1: Average family size.
        Question 2: Percent of students in each living arrangement.
        Question 3: Percent of students with working mothers. Percent of students without working mother.
    c. Write the class results on the chalkboard.
    d. Discuss the following points:
        1. Similarities and differences between the national data and class survey results.
        2. Trends in family forms and lifestyles
        3. Implications of trends for today's families, tomorrow's families and for society as a whole.
2. See also R-V-A-5 for related activities which deal with family structure crossculturally.

Activity 1

Do **NOT** put your name on the form

MINI-CENSUS SURVEY FORM

1. What is the size of your family? (Include only those people living in your house who are related by birth, marriage or adoption.)

   ___________ Number of people

2. With whom do you live?

   ___________ Both Parents

   ___________ One Parent only

   _____ Mother

   _____ Father

   ___________ One parent and a step-parent

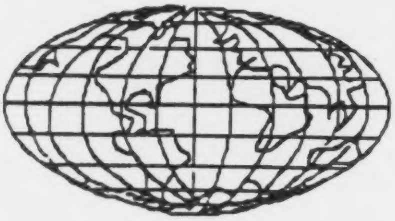
   ___________ Neither parent

   ___________ Other (please explain)

3. Is your mother employed outside the home?

   ___________ Yes

   ___________ No



COURSE: Relationships

UNIT: Family

TOPIC: Family Concepts

LESSON: Family Systems: Functional/Dysfunctional

PROCESS SKILLS: The student will:

1. Understand concepts of the family and examine functional/dysfunctional system concepts.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

1. Organize class into groups/families. The students will remain as "families" throughout this unit to give a visual picture of "family."

S/V 2. a. Introduce system concept - put definition "System" transparency on the overhead projector. Discuss different systems in our world and how they fit the definition (Ex. body: respiratory, vascular, nervous, reproductive, etc.; world: solar system, universe, school, political, governmental).

b. Distribute "Summary of Family Systems Concepts" to each individual.

c. Distribute one "Family Systems Concepts Packet" to each family. Make a chart to hang on the wall showing a family's systemic needs. (Needs are listed in "Family Systems Concept Packet.")

R/W/V d. Set up cooperative learning activity by walking students through the instructions and summary.

R/W/V e. Complete activity. Process . Collect summary, one per family ,to be graded. (Use "Family Systems Concepts" transparency as a part of processing.)

R/V 3. Have students complete the "Family System Concept/Vocabulary" sheet as a group. (Tell them to do the best they can.) Go over the words together and discuss uncertain items.

R/V 4. Present the "Functional/Dysfunctional Family Sample Diagrams" on the overhead projector. Discuss and give examples.

V 5. Have students draw a diagram, using the given model, of their own family or one that they know and share in their families. Have each family choose one to present and discuss with the whole class.

V 6. Invite a family therapist or counselor to talk about functional/dysfunctional families and the individuals roles. Talk about ways to become a functional family and a healthy individual.

RESOURCES:

BOOKS:

1. Bombeck, Erma (1988). Family: The Tie That Binds - and Gags! G.K. Hall.

2. Bradshaw, John (1989). Bradshaw on the Family: A Revolutionary Way of Self-Discovery. Health Communications.

3. Bradshaw, John (1989). Healing the Shame That Binds You. Health Communications.

4. Bradshaw, John (1990). Homecoming: Reclaiming and Championing Your Inner Child. Bantam Books.

COURSE: Relationships

UNIT: Family

TOPIC: Family Concepts

LESSON: Purpose: Function of the Family in Society.

PROCESS SKILLS: The student will:

1. Understand concepts of the family and examine the function as a unit in society.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/V 1. Place directions "Families" on the board or overhead projector (transparency) as students enter classroom. Once family decisions have been identified, chart them and determine some conclusions from these families.

R/V 2. Handout "Family Structure" sheet. (These concepts relate to families worldwide today and historically. The ways that families are structured relate to a variety of variables and determine the differences in focus, operation and values in families of different cultures and of the same culture.) First, identify where families the students developed fit in each. Discuss each area. In addition, follow with these discussion questions:
1. How do our class formed families represent different family configurations?
2. Are there nuclear, extended, modified nuclear with single parents or couples without children?
3. Which ones are missing?
4. Which are the most common in our culture?
5. Do you notice any thing about ages of husbands and wives - Husbands older, younger? Can you figure how old parents were when children were born? Are these typical of today's family issues?
6. Are the issues typical of today's family issues? Why or why not?

R/V 3. Using transparency, "Functions of the Family", ask: Would you change it? How? Do our class families fulfill these functions?

R/W/V 4. Post the five major functions of the family around the room. (Copy from transparency in activity 4 and cut apart.)
Define: FUNCTION
Using cartoons from local and state newspapers and magazines determine which function of the family is represented by the cartoons. Discuss. Divide class into groups. Assign each group a function. Have groups draw a picture (big poster) of their function without labeling them. Put up the posters and have the rest of the class guess which function is represented by each picture. Discuss how these may be different in different cultures.

R/W/V 5. Survey another culture. Complete research and write a summary of the culture/structure. Students may do early cultures, such as an American Indian tribe. Tie into functions and structure from class learning. A good activity for teaching students how to use various resources.

Activity 1

FAMILIES

Upon entering the classroom, form a group to represent a family. With members of your "family" decide on:

- Family name (surname)
- Individual members, (ages, roles, and characteristics of each)

  Example: Father: 35, teach/coach, dictator type, hard working, likes to participate in golf, bowling, softball, gone a lot.
  Daughter: 10, 4th grade student, interested in dancing (ballet, acrobatics), good student, quiet, thoughtful)

- Family Activities: watches Dad's ball games, camping
- Family issues, concerns or problems: grandmother has alzheimer, family wants to buy a new/bigger home
- Where family lives: (part of country, in urban, rural, suburban

Once family decisions have been identified, chart them and determine some conclusions from these families.

FAMILY NAME	MEMBERS	AGE	ROLES	ACTIVITIES	ISSUES

Activity 2 Name ______________________________

____

FAMILY STRUCTURE

NUMBER OF SPOUSES

1. Monogamy - 1 man, 1 woman--low productive rate for woman
2. Polygamy - marriage to several spouses
    a. Polygyny - 1 man, more than 1 woman
    b. Polyandry - 1 woman, more than 1 man
    c. Group marriage - more than 1 man and more than 1 woman
3. Concubinage - man keeps mistresses as well as wives

LINEAGE (DESCENT LINES)

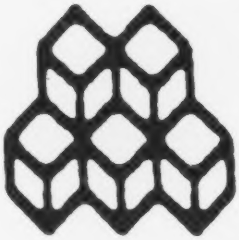
1. Patrilineal - traced to man's side of family
2. Matrilineal - traced to woman's side of family
3. Bilineal - traced to either side
4. Bilateral - traced to both side

RESIDENCE OF FAMILY

1. Neolocal - bride and groom set up independent residence
2. Patrilocal - newlyweds move in with the husband's family
3. Matrilocal - newlyweds move in with the wife's family
4. Duolocal - newlyweds live apart

AUTHORITY PATTERNS OF THE FAMILY

1. Autocratic or authoritarian
    a. patriarchal - father makes decisions
    b. matriarchal - mother makes decisions
2. Democratic - each member has a say in decision making
3. Autonomous - each member is his own authority



KINSHIP RULES

1. Endogamy - marriage within a specified group
2. Exogamy - marriage outside a specified group

VARIETIES OF FAMILY

1. Family of orientation - family in which one grows up
2. Family of procreation - family established through marriage

Activity 2 (Continued)

FAMILY COMPOSITION

1. Complete
    - a. Nuclear (conjugal) - married couple and young children
    - b. Extended (consanguine) - included nuclear and grandparents, uncles, aunts and cousins - acting together as a unit
    - c. Blended (reconstituted) - remarriage, often including his, hers and/or our children

2. Modified Nuclear
    - a. One parent missing
    - b. Couple without children

Activity 3

DEFINITION OF THE FAMILY

A group of related individuals who live together and cooperate as a unit

FUNCTIONS OF THE FAMILY

1. SEXUAL REGULATION - NORMS ESTABLISHED IN EACH CULTURE AND MAY VARY - HOWEVER EACH IS ESTABLISHED SO THAT WILL NOT DISRUPT FAMILY STABILITY.
2. REPRODUCTION - TO CARRY OUT HUMANITY AND SURVIVAL OF MAN.
3. SOCIALIZATION - TRANSMIT CULTURE, VALUES TO NEXT GENERATION.
4. ECONOMIC COOPERATION - FULFILL SURVIVAL NEEDS OF FAMILY (FOOD, CLOTHING, SHELTER) AS A UNIT.
5. EMOTIONAL SECURITY - SHAPE PERSONALITIES, PROVIDE COMFORT AND REASSURANCE.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Communication

LESSON: Communication Styles : Verbal/NonVerbal

PROCESS SKILLS: The student will:

1. Assess how communication affects relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

1. Use the information provided and sources you already have to provide the students with an improved understanding of what good communication is and the difference between verbal and non-verbal communication.

R/W/V 2. Read and discuss the first part of the "Door Openers and Slammers" worksheet. Have students complete the questions on the page. Discuss the activity with students by asking how they feel when someone uses a "slammer" or an "opener" on them. In addition, ask them if they can think of a time recently when they used a "slammer" on someone. Why did they do this? Finally, how did this "slammer" effect the communication process?

V 3. "Team Tinkering" is an activity that can be used to help students recognize the different roles they play when communicating within different groups of people (family, classmates, friends, etc.). Processing questions are included, but the teacher should add more to meet the needs of the students involved. If time permits, do the activity twice, once in a forced role and once in a chosen role.

W 4. "Are You Communicating?" activity will help students get the feel of working in a group without any verbal communication. Divide the class into groups of five. Give each group an envelope containing 15 pieces that will reveal five squares. (Use the puzzle piece squares on the second and third page of activity 4). The teacher gives a signal to begin. Each group is to construct the five squares, without talking or motioning, as quickly as possible. After the activity, have the students complete the "Are You Communicating?" worksheet. Conclude activity by leading class discussion. If completed after the "Team Tinkering" activity the teacher can discuss how the activities were similar and different.

W/V 5. Select and mount pictures of people from magazines. Give one to each student and either orally or in writing have them tell the story of the person in the picture: Is the person approachable? Are they having a good or bad day? What is the persons mood?. After that activity discuss the kind of body expressions they use and if it really reflects who they are.

V 6. Have students find a partner. The partners sit back to back. One person is to be the direction giver and the other is the drawer. The direction giver provides verbal directions to duplicate a simple design. (Student or teacher may compile the examples.) The first time around, both persons may talk, ask questions, etc. Second round, only the direction giver may talk. The results are based upon the exact duplication of the designs explained. An activity that could go along with this would be to have one partner trace a simple design on the others back with their finger. The first person draws what he feels on a sheet of paper. Compare what was communicated.

V 7. Divide the class into small groups. Have them sit in a circle and remain silent for five minutes. Inform them to watch the nonverbal messages the others are sending. Have them watch posture, hands and feet, arms and legs, and facial expressions. (*Note: 2-3 students could be assigned specific non-verbal expressions without the rest of the class knowing.) After the five minutes are up, have students react to the activity.

8. "Pass the Yardstick." Have class sit in a circle, not at a table. Teacher starts by taking a yardstick and pantomimes with it. Students guess what object it is (i.e. a trumpet, tire jack etc.) the teacher is pantomiming. Who ever guesses the correct answer is the next to pantomime. If they do not guess and the person has to reveal their actions, pass the yardstick to the next student. Keep going around the circle and see how long the activity can last...students may pass if they run out of ideas or can't think of something new. Discuss how they felt at the beginning of the activity. Did that feeling change? Why is body language important?

W 9. Choose a topic for students to discuss in small groups. Prior to class, cut the situations apart on the "Non-Verbal Communication" worksheet and give to five students. During the discussion, in their small groups, the five students act as the directions indicate. After approximately 10-15 minutes have students come together and discuss the activity. What did they see happening in their small groups? How did it make them feel? Have students complete the second page of the activity to gather their thoughts.

10. "Setting the Stage" is an activity to draw together both verbal and nonverbal communication. More, or different, situations can be added. Discuss how setting the stage and using both verbal and nonverbal communication is important.

INFORMATION SHEET
COMMUNICATION

EFFECTIVE COMMUNICATION EXISTS BETWEEN TWO PEOPLE WHEN THE RECEIVER INTERPRETS THE SENDER'S MESSAGE IN THE SAME WAY THE SENDER INTENDED IT.

Crucial communication skills for interpersonal interaction:

1. Accurately describing your ideas, perceptions, and feelings without implying judgement.
2. Taking the perspectives of other group members into account when phrasing messages.
3. Paraphrasing accurately and nonevaluatively the content of the messages of other group members, along with their relevant feelings.

Sending Messages:

1. Clearly "own" your messages by using personal pronouns such as I and my.
2. Make your messages complete and specific.
3. Make your verbal and nonverbal messages congruent with each other.
4. Be redundant.
5. Ask for feedback concerning the way your messages are being received.
6. Make the message appropriate to the receiver's frame of reference.
7. Describe your feelings by name, action, or figure of speech.
8. Describe other members' behaviors without evaluating or interpreting.

Receiving Messages:

1. Paraphrase accurately and nonevaluatively the content of the message and the feelings of the sender.
2. Describe what you perceive to be the sender's feelings.
3. State your interpretation of the sender's message and negotiate with the sender until there is agreement as to the message's meaning.

Effective Communication Behaviors:

1. Talk. It is hard to send messages if you are not talking.
2. Speak for yourself, not for others. Describe your own thoughts, feelings, and needs. Use personal pronouns such as I, me, my, and mine.

Information Sheet (Continued)

3. Describe other people's behavior without making value judgments. Do not make interpretations about their personality and motives.

4. Make your messages appropriate to the receiver's perspective. Be sure the words you use have the same meaning for both of you.

5. Ask for feedback about the receiver's understanding of your message.

6. Repeat your messages more than once. Use more than one way to communicate them.

7. Seek eye contact when you want to be listened to.

8. Make sure your nonverbal cues agree with your spoken message. Confusion will result if your facial expression, posture, tone of voice, and gestures indicate one thing, and your words indicate just the opposite.

9. Make your messages complete and specific.

10. Speak clearly. Do not mumble.

Good Communication Behaviors:

1. Stop talking. You cannot listen if you are talking.

2. Paraphrase accurately without making value judgments about the ideas and feelings of the sender.

3. Keep clarifying until both you and the speaker are satisfied that you understand the message.

4. Look attentive. Act interested.

5. Remove distraction.

SOME SIMPLE CLUES TO BE A GOOD CONVERSATIONALIST

1. Be observant. Be all eyes and ears when you first step into a room or join a new group of people.

2. Be considerate of others and choose a subject of interest to all. If you are in a group, avoid discussions of politics and religion, unless you are well enough versed on the subject to give ideas rather than prejudices.

3. In a social situation, do not attack opposing views and turn the conversation into an argument, but disagree politely and state your own views calmly. Good conversation is aimed at sociability, not converting people to your way of thinking.

Information Sheet (Continued)

4. Avoid answering a question with a bare yes or no; add a remark of some sort; it helps to keep the conversation going.

5. Give your undivided attention to the person to whom you are speaking. Look him in the eye.

6. Be a good listener. Don't be afraid to talk too little.

7. Refrain from going into details. Don't be a repeater. Once is enough for the very best story.

8. Be pleasant; smile if it cracks your face. Have some expression and show signs of some life.

9. Never violate a confidence. When it gets around that you don't carry tales, people who like to talk will flock around you, soon you will know a great deal about a great many persons. You will be more popular if you check yourself when you feel like talking and get the other fellow to talk.

10. Never whisper to one in the group; it embarrasses the others.

11. Get in the habit of reading a daily newspaper and follow one or two columnists. This will increase your knowledge of current events and help you to understand people. You may learn tolerance of opposing points of view if you are well informed.

12. Practice every day. Learn to talk to older people without being afraid and acting bored. Don't miss any opportunity to talk with strangers.

13. If you are concerned about the conversation with a new date, take care of it by going out with a group of your friends the first time. They will help to make the conversation. Take her to a show or concert or make the date around some activity which will give you something to talk about.

14. Try to avoid starting a conversation with the pronoun "I." Forget yourself and use the word "you" frequently.

THE ON-TASK DISCUSSION

(Use the transparency following for discussion on this topic)

Many family members experience great difficulty communicating effectively with each other. Instead of a format for problem solving, discussion becomes an occasion for expressing anger, mistrust and self-justification. Accusations are lodged against each other, and blame for the problems is laid at the door of the other person.

Strange as it may seem, each family member has taught the other to respond in the way he does, and over a period of time these responses become so seldom practiced that nearly all discussions about problems run off automatically in the same dismal way as if they had been programmed.

Information Sheet (Continued)

The on-task discussion is designed to provide a format to make problem solving possible. It lays down rules, which, if adhered to, eliminate the kinds of responses which block clear communication and divert the attention of the family members from the task at hand.

As its name implies, an on-task discussion is one in which undivided attention is given to the topic being discussed. Therefore, the discussion should be arranged for a time when interfering activities will be eliminated. Distractions should be eliminated, the T.V. or radio turned off, newspapers or magazines put aside, and odd jobs completed or postponed. Obviously, on-task discussion should not take place during dinner.

The rules for on-task discussion are given below along with the reasons for their use.

1. NO ZAPPING: The term "zapping" refers to responses which "put down" the other person. Such things as name calling, sarcastic remarks, blaming, etc, are included here. Only the person being zapped can tell if he has been zapped or not. Even though the other person protests that what he said was not intended as a zap, it is a zap if the person perceives it that way. Thus, in the beginning each person who feels that he has been zapped should inform the other person. But if he does so, it is his obligation to tell the other person how he might otherwise have stated what he said.

2. I-MESSAGES: When complaints are made against the other person in an on-task discussion, they should be stated as "I messages." I-Messages state complaints as a problem of the person making the complaint. For example, a wife says "I'm having difficulty keeping the bathroom clean because you leave your clothes, towels and shaving equipment lying around every morning after you shower and shave." The complaint should also acknowledge the problems the other person faces in connection with the complaint. The wife in the example above might go on to say "I know you don't have much time in the mornings." Finally, the person lodging the complaint should show a willingness to cooperate in solving the problem. The wife mentioned above might now add, "Maybe we can work something out." Using I-Messages, acknowledging the problem the other person may have, and indicating willingness to cooperate, help keep the calling of attention to a problem from being expressed as a zap. Another effective type of I-message tells the listener how the speaker feels. "I'm feeling frustrated about the messy house and I'd like some ideas from you about rectifying the situation."

3. NO INTERRUPTING: Each person should have the opportunity to state his side of the problem. This does not mean that the other person cannot interrupt to ask for clarification or to indicate that he understands. But in many family discussions while one person is talking the other is waiting for the slightest pause to occur so that he can jump in with his rebuttal. When this occurs the person interrupted often feels that he hasn't had a chance to state his case and similarly waits for a pause to get another crack at it. Just as frequently, the person who has interrupted the other responds to only partial information rather than on the basis of a clear understanding of what the other is trying to communicate. In fact, neither person really listens!!!

4. NO CROSS-COMPLAINING: Cross-complaining refers to answering a complaint with another complaint. Example: The husband's responding to his wife's complaint that he leaves the bathroom in a mess each morning with, "Yes, but you leave your shoes all over the living room and you never hang up your coat." The wife's behavior is another problem. The present on-task discussion is devoted to the first problem brought up.

Information Sheet (Continued)

5. NO BRINGING UP THE PAST: A familiar barrier to problem solving between family members is the bringing up of past misdeeds in an attempt to justify one's concern about the present behavior of the other person. This has the effect of shifting discussion away from solving the present problem to arguing about the capability of the person who committed the past misdeed.

6. STICK TO THE TOPIC AT HAND: In many heated discussions the focus of the discussion becomes sidetracked because the people become caught up in some issue only remotely related to the original problem. Needless to say the initial problem does not get solved. If either partner sees that the discussion has strayed he should point this out and they should refocus on the original topic.

7. WATCH YOUR AFFECT AND BODY MESSAGES: Understanding how our body messages and their affects add, subtract and otherwise alter communication is essential. When affect does not match the words that you speak, you may be giving double messages. Sometimes we do this intentionally and we expect the other person to pick it up. Example: Daughter asks mother if she can spend the night at a girlfriend's house. Mother replies: "I don't care what you do!" Obviously, the mother has additional agenda but is not up front with it.

8. DO NOT MIND READ: The dangers here are monumental. If you rely on your communication partner to read your mind and thus know ahead of time how you feel, you run the risk of being misread or worse yet, not read at all. People who have lived together for long periods of time can get trapped into this easily because they have become sensitive to how each other might react to certain stimulus. This statement is true. However, if you establish a system of mind-reading in a household, each member must take on this added responsibility whether he wants to or not. The question at stake for each member now becomes: Are you willing to "take care" of each member of the family? This includes mind-reading moods, desires, unspoken needs, wishes, etc. Think about this!

9. RESTATE OTHER PERSON'S COMMENTS: If either family member feels that he and his or her partner are not getting across to each other, he/she should inform the partner and they both should then agree to the procedure of restating what the other person has said, to his satisfaction, before replying. Following this rule has two advantages. First, it requires that each partner listen to the other, and second, it assures each person that he has been understood.

10. Should either person become so upset during the discussion that he will be unable to stick to the rules, he should inform his partner and withdraw only after setting up a new time to continue the discussion. It is far better to end an on-task discussion than to continue and violate the rules. Violation of the rules destroys the intent of on-task discussions. It should be emphasized, however, that the person who terminates the discussion because he is upset has the responsibility of arranging an agreed upon time to resume the discussions.

These ten rules are the general rules of on-task discussions. For each family there may be other specific rules peculiar to their situation. One couple, for example, added the rule that neither person was to respond to what the other had said by "What you really mean is . . . "

ON TASK DISCUSSION & NEGOTIATING

RULES THAT FACILITATE COMMUNICATION:

(1) No Zapping - name calling, verbal slaps in the face.

(2) I - Messages - own your own problem and feelings.

(3) Don't interrupt - let other person finish before you speak.

(4) No cross complaining - if somebody complains to you don't answer with a complaint.

(5) No bringing up the past - also called gunny-sacking.

(6) Stick to the topic - no sidetracking.

(7) Watch your affect and body messages - they should match what comes out of your mouth (no double messages).

(8) Don't mind read.

(9) Restate the other person's comment - to the other person's satisfaction.

(10) If you're getting angry tell the other person - withdraw after setting up another time to continue discussion.

IT IS NOT WHAT OTHERS SAY TO ME OR ABOUT ME THAT CAUSES ME TO RESPOND EITHER POSITIVELY OR NEGATIVELY; RATHER IT IS WHAT I SAY TO MYSELF ABOUT WHAT THEY HAVE SAID.

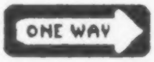
12 ROADBLOCKS TO COMMUNICATION

1. ORDERING

2. WARNING - THREATENING

DO NOT ENTER

3. MORALIZING
4. GIVING ADVISE
5. PERSUADING - USING LOGIC
6. JUDGING



7. PRAISING
8. RIDICULING
9. ANALYZING

SOFT SHOULDER

10. REASSURING - SYMPATHIZING
11. PROBING

12. WITHDRAWING - CHANGING SUBJECT

Activity 2

Name ______________________________

____

DOOR OPENERS AND SLAMMERS

Directions: Read the commonly used door openers and door slammers below. Add others you have heard used or have used yourself. After adding to the lists, answer the questions below.

DOOR OPENERS	DOOR SLAMMERS
"Tell me more."	"Shut up."
"Do you mean that . . .?"	"You're wrong . . .?"
"I'm not sure I understand . . ."	"I don't want to listen."
"Tell me if I'm wrong."	"That's a stupid thing to say."
"Are you feeling . . .?"	"If you had any sense . . ."
	"You don't know what you're talking about."
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

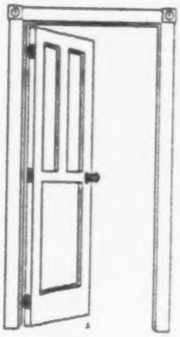
1. Which of the Openers or Slammers have been used on you?

a.

c.

b.

d.



2. Which have you used on others?

a.

b.

c.

3. What emotions do you feel when you get the following Opener/Slammer messages?

"If you had any sense . . ." ______________________________

"Don't be so stupid . . ." ______________________________

(Name your own)

Activity 3

TEAM TINKERING INFORMATION SHEET

Directions: Use the following directions to lead the students through the team tinkering activity.

Materials:

- Can of Tinker toys
- A model you created for the activity
- Directions for each "team role" transparency

Steps:

1. Divide the class into teams of 5 or 6 people.
2. Explain the roles and rules to the class. (*see roles and rules transparency)
3. Assign "team role" to each person in the teams.
4. Begin the activity, allow 20 minutes for teams to complete the activity.
5. Process.
6. If you have time, do activity again and let team members choose their role.
7. Process the activity by having the students answer the questions on the processing questions sheet.

General Discussion Questions:

1. Do we always play only one role?

2. How can you relate this activity to the roles you play in your life?

3. Can you foresee how this activity may relate to experiences you've had in different relationships? How can your relationships become better through the improvement of your team building and communication skills?

Activity 3 (Continued) Name ______________________________

____

TEAM TINKERING/PROCESSING QUESTIONS

Directions: After participating in the team tinkering activity complete the following processing questions.

FORCED ROLE

1. How did you feel as the ______________________________ ? (Explain)

2. Compile statements from three members of your group asking them, "How did you feel about my role as ________________ ?

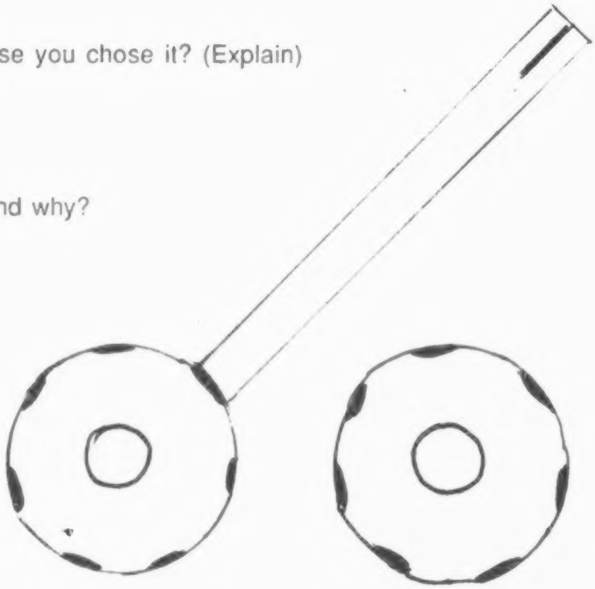
CHOSEN ROLE

3. How did you feel as the ______________________________ ? (Explain)

4. How did you feel taking the risk of choosing your role?

5. Did you feel different in your role because you chose it? (Explain)

6. What other role would you like to play and why?



Activity 4

Name ______________________________

____

ARE YOU COMMUNICATING?

Directions: After completing the activity in class, respond to the following questions and be prepared to share with class.

1. How did you feel not being able to talk?

2. Did you work with other group members to complete the squares, or did you work on your own square? Why?

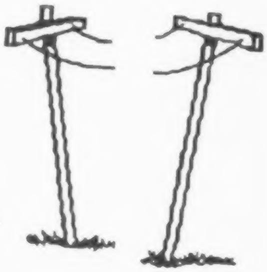
3. Were you willing to break up a square already completed to help another person with his? Why?

4. What does this activity tell you about communication?

5. What if you were unable to communicate verbally in your day to day activities? What difficulties would it cause you?

6. What difficulties would your lack of a verbal method of communication cause others?

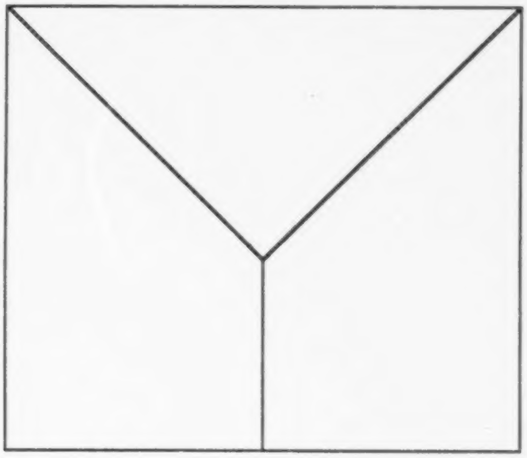
7. Describe a society in which all members were unable to speak.

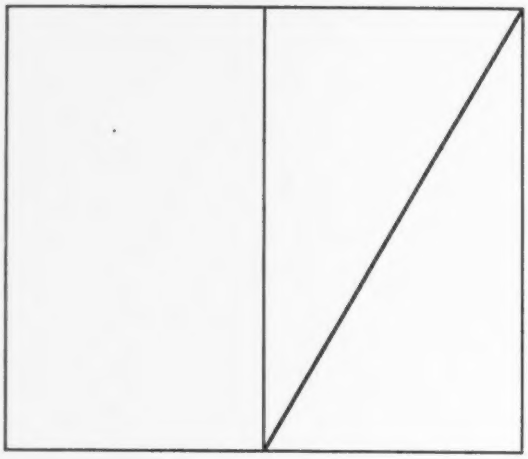


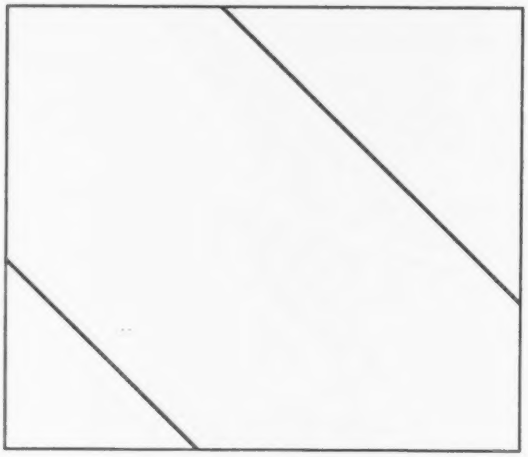
Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 4 (Continued)

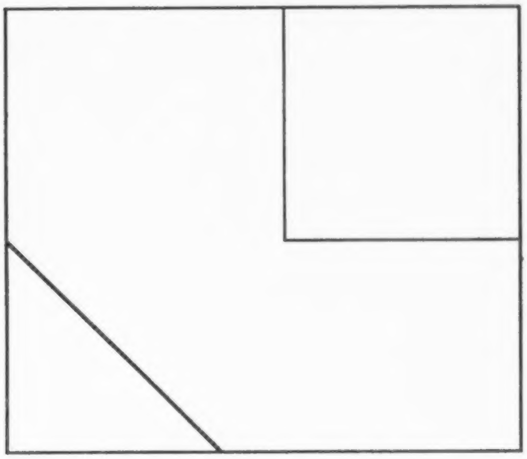
ARE YOU COMMUNICATING - PUZZLE PIECES

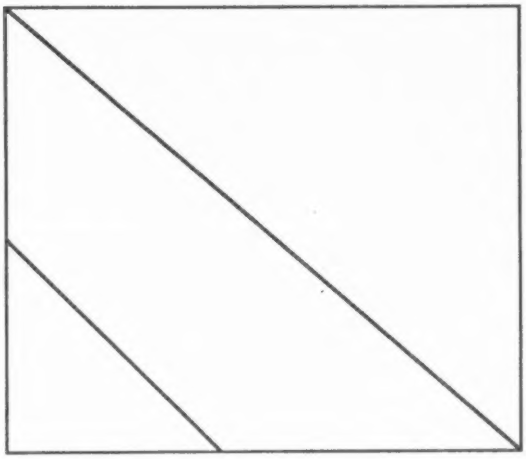






Activity 4 (Continued)





Activity 9

NON-VERBAL COMMUNICATION

PERSON 1 - During the discussion with your group, slowly move closer and closer to one member of the group until you make them uncomfortable enough to move back away from you. Then, move closer to them again. After someone moves back from you twice, change and move closer to someone else. Continue to discuss the subject normally. Don't indicate what it is that you are doing (invading personal space).

PERSON 2 - During the discussion, disagree with the opinions of others in the group. Make your disagreement seem as sincere as possible. Watch for the body language the other person uses as he/she deals with your disagreement.

PERSON 3 - During the discussion, stare at one of the other people in the group for several minutes. Try to make this seem as natural as possible. Watch for their nonverbal reactions. Then shift your "stare" or gaze to someone else for several minutes.

PERSON 4 - During the discussion, sit or stand beside someone you don't know very well, or spend much time with. As naturally as possible, reach out and touch this person several times. (Clean a piece of lint off their clothing, fix crumpled clothing etc.) Watch for their reaction. Then try it on someone else in the group.

PERSON 5 - During the discussion, choose one person in the group to agree with all the time. Without drawing attention to yourself, "mirror" or copy several of their nonverbal gestures and/or body positions.

Activity 9 (Continued) Name ______________________

____

NON-VERBAL COMMUNICATION

Directions: After completing the non-verbal communication activity, respond to the following questions.

After discussing various issues in your small group, react to what you saw. Describe the types of non-verbal communication you observed.

1. Eye contact:

2. Posture:
3. Foot/Leg position:
4. Hand gestures:
5. Facial expression:
6. Head movements:
7. "Mirroring" body position and movements:
8. Personal space:
9. Give some examples of non-verbal communication you see on a day to day basis.
10. Explain what non-verbal communication one can see when riding in an elevator with several other people.

Activity 10

Name ______________________________

____

SETTING THE STAGE

Directions: We all "set the stage" for communication by certain things we say and do to establish a particular mood. Read the stage you will try to set, in the left hand column; then, try to imagine what you would say and do to establish the right mood both verbally and non-verbally.

STAGE The "stage" you'll try to set	VERBAL What would you say to set the stage?	NONVERBAL What would you do to set the stage?
You're upset with your boyfriend/girlfriend - you're going to try to confront the issue.		
You want your boyfriend/girlfriend to take you to a special movie - you want to persuade him/her to take you.		
You want to ask your sister/brother to borrow something - you want to ask a favor.		
You've had a big argument with your boyfriend/girlfriend - you want to make up.		
Your best friend is really upset about something and you don't know what it is - you want to open her up to talk to you.		
You're extremely angry! Your boyfriend/girlfriend wants to help you talk it out - but you want to be left alone.		

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Communication

LESSON: Communication Styles: Passive/Aggressive/Assertive

PROCESS SKILLS: The student will:

1. Assess how communication affects relationships.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

W/V 1. Using filmstrip "The Gentle Art of Saying No," or other source, provide students with information about saying no. Discuss these ideas with students and set up role play situations. After this, have students write about a time they wish they had been more assertive. They could also try some of the assertiveness techniques and write about the experience. Have students answer the questions on "Passive/Aggressive/Assertive" worksheet.

W/V 2. Assign two students to be observers during this activity. Ask the students to sit in different areas of the classroom towards the back. They are to watch the behaviors of the other students as they discuss the topic assigned. Record the types of communicators they see. Which were passive? Aggressive? Assertive? Have all students complete the worksheet "Communication Styles."

Activity 1

Name ____________________________

____

PASSIVE/AGGRESSIVE/ASSERTIVE

Directions: After watching a film or discussing the topic of passive/aggressive/assertive communication, complete the questions asked below.

1. Which of the communication styles do you feel you use the most? The least?

2. Give an example of a situation recently in which you used a passive method of communication.

3. Give an example of a situation recently in which you used an aggressive method of communication.

4. Give an example of a situation recently in which you used an assertive method of communication.

5. What emotions do you believe are present when a person communicates passively?

   Aggressively?

   Assertively?

6. If you had the desire to change your basic communication style in some way, what would that change be?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 2

Name ______________________________
____

COMMUNICATION STYLES

Directions: After the discussion in class, complete the following questions below.

1. What types of communication did you observe during the discussion?

2. Where there more passive or aggressive communicators during the discussion? Speculate reasons for your observations.

3. What might be some ways a person develops his/her communication style?

4. Do you believe a person who has a basic communication style (i.e.; aggressive) always uses that method of communication? Explain your answer.

5. Describe a society in which all members used the passive method as their main communication style.

6. Describe a society in which all members used the aggressive method as their main communication style.

7. After speculating about the various societies, why do you feel it's important that we each have our own communication style which can change as the situation warrants?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Communication

LESSON: Level of Communication

PROCESS SKILLS: The student will:

1. Assess how communication affects relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Discuss overhead "Levels of Communication."

W 2. Have students identify on scratch paper three relationships they are in and the level of that relationship. Discuss, as a class, the people in which they share at each level of their communication ladder. Have students complete "Communication Levels." Discuss.

W/CT 3. Have the students draw a bullseye and label each level of communications on one of the circles of the bullseye. They are to observe who and what they talk about for one day. The next day in class they are to complete their bullseye listing the people they came in contact with and which level of communication they met.

Activity 1

LEVELS OF COMMUNICATION

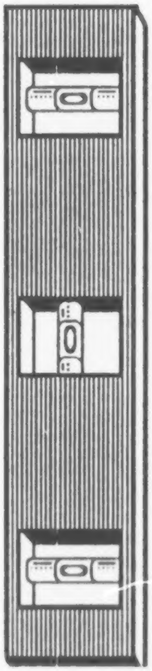
Levels of communication: represents the degree of people's willingness to share themselves.

A. **First level** - Cliche' Conversation

1. Small talk
2. No personal sharing

B. **Second level** - Reporting the facts about others

1. Report about other people or things
2. No self-relating



C. **Third level** - Telling your ideas

1. Expressing ideas, judgement and decisions
2. Beginning self-revelation, but no trust established

D. **Fourth level** - Sharing your feelings

1. Emotional intimacy
2. Begin to have your needs met

E. **Fifth level** - Peak communication

1. Complete openness and honesty
2. Usually memorable rare occurrence of perfect accord or harmony
3. Reactions shared

Activity 2

Name ______________________

____

COMMUNICATION LEVELS

Directions: After the discussion on the levels of communication, complete the questions below and be prepared to discuss.

1. Give an example of someone you might communicate with at each of the levels of the communication ladder.

Level 1:

Level 2:

Level 3:

Level 4:

Level 5:

2. What things need to be present to reach the fourth and fifth levels of the communication ladder?

3. What might cause someone who is in the upper levels of someone's communication ladder to drop down to the lower rungs.

4. Which level might the following communication activities fit into?

Telling a joke:

Lying:

Telling a secret:

Asking directions:

Telling them you dislike the clothes they chose to wear:

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Communication

LESSON: Effective Communication: "I" Messages

PROCESS SKILLS: The student will:

1. Assess how communication affects relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V 1. With students discuss what "I" messages are and why to use them. As a group fill out the "I" Feel" worksheet. Practice saying and writing "I" messages. After practicing, discuss why they think this method of communication might work.

W/V 2. Continue to practice writing "I" messages by completing the "I" Messages" worksheet. When all students have completed the worksheet, discuss their answers. Discuss the advantages of using "I" messages compared to "you" messages.

W/V 3. Have students complete "I/You Messages" worksheet. Discuss with the students why one should use "I" messages rather than "you" messages when communicating.

W/V 4. Pair up students and have them brainstorm and decide on three conflict situations that they have encountered. Once they have decided on three have the two role play the situations and take turns using "I" and "You" messages. Discuss with the class what they learned from the activity.

INFORMATION SHEET
COMMUNICATION/"I" MESSAGES

When one person wants to modify another's behavior, "I" messages let the other person know:

1) how his/her behavior makes you feel.

2) that you trust him/her to respect your needs by modifying his/her behavior appropriately.

"You" messages tend to evoke blame, resentment, and defensiveness, while "I" messages tend to evoke understanding, empathy and willingness to see the other's point of view.

Examples of "I" messages and "You" messages:

1. You irritate me when you make noise while I'm talking on the phone.

   Better: I don't appreciate the noise you make when I'm talking on the phone because I can't hear.

2. You better never lie to me again, or else.

   Better: I would like you to tell me the truth because I want to be able to trust you.

3. You never appreciate anything I do for you.

   Better: I would feel better if you said "Thank You" when I do something for you because it would make me feel appreciated.

4. You are never on time to anything.

   Better: I would feel much better if you could try to be on time more often because it is not polite to be late.

Activity 1

Name ______________________________

____

"I" FEEL

Directions: Fill in the blanks below to practice various ways to state "I" messages. Be prepared to share with the class.

SAMPLE: 1 *I FEEL* ____________ *WHEN* ____________

1. DESCRIBE FEELINGS 2. DESCRIPTION OF WHAT HAPPENED

AND THEN I ______________________________ .

3. REACTION -> BASED ON THE VALUE SYSTEM OF THE OTHER PERSON

SAMPLE: 2 *I FEEL* ____________ *WHEN* ____________

1. FEELING 2. DESCRIPTION

AND WHEN I FEEL ____________ *I* ____________ .

REPEAT 3. REACTION

SAMPLE: 3 *WHEN* ____________ *I GET* ____________

2. DESCRIPTION 1. FEELING

AND THEN I ____________. .

3. REACTION

* * *

THE ASSUMPTIONS ARE THAT THE RECEIVER IS:

- **CAPABLE OF MAKING APPROPRIATE DECISIONS, AND WILL DO SO WHEN PROVIDED WITH GOOD INFORMATION**
- **WILLING AND ABLE TO MAKE DECISIONS FOR THE COMMON GOOD WHEN PROVIDED WITH THE RIGHT INFORMATION.**
- **A PERSON WHO CARES ABOUT PEOPLE.**

Activity 2

Name ______________________

____

"I" MESSAGES

Directions: Read the following "You" messages on the left and replace them with "I" messages on the right.

A. Situation 1: Boyfriend has just arrived late for the third time.

"YOU" MESSAGE	**"I" MESSAGE**
"Why do you always have to be late? You don't care about me at all."	

B. Situation 2: Friends are discussing what they'd like to do. No matter what is suggested, one friend says she doesn't want to do it.

"YOU" MESSAGE	**"I" MESSAGE**
"You've got such a lousy attitude."	

C. Situation 3: Your brother and sister are making so much noise, talking and laughing so loudly, you can't hear a telephone message.

"YOU" MESSAGE	**"I" MESSAGE**
"Do you have to be so inconsiderate?"	

D. Situation 4: A friend has betrayed a confidence and has told others something you told her in strictest confidence.

"YOU" MESSAGE	**"I" MESSAGE**
"Why can't you keep your stupid mouth shut?"	

Activity 2 (Continued)

E. Situation 5: Your sister (brother) is always taking your clothes without asking; she/he doesn't take any responsibility to return them clean.

"YOU" MESSAGE	"I" MESSAGE
"I hate the way you take my clothes without asking; you are very uncaring."	

Write "I" messages expressing your feelings for the following situations:

One of your teachers says, "Your work in my class has really gone down hill the last month or so. What seems to be the problem?"

Your steady date says, "You haven't seemed very friendly lately. Are you getting tired of going out with me?"

Your tennis coach says, "I'm really pleased with your effort during practice tonight. If you continue to improve, you should win a lot of matches."

Your best friend's dating partner says, "We really get along well. Maybe we should start seeing more of each other."

Activity 3

Name ______________________________
____

"I"/"YOU" MESSAGES

Directions: The chart below lists conflict situations (Column 1) in which only one person owns the problem. In Column II, for each solution, write a typical "YOU" message that might be sent in that situation. In Column III, write an "I" message for each situation. See the examples provided for both situations.

"If you have trouble phrasing "I" messages try using the following sentence construction by filling in the appropriate blanks.

"I feel _____ when you _____ because I ________________ ."

I. CONFLICT SITUATION	II. "YOU" MESSAGE	III. "I" MESSAGE
1. A father is upset because his daughter often arrives home after her midnight curfew.	"You'd better be in by 12:00 or else."	"I feel worried when you come home late and I would feel better if you would be home by midnight because I am concerned about your safety late at night."
2. A child is upset because an older brother refuses to share the family bicycle.		
3. A mother is upset with her son when he sits down to watch TV because she thinks his chores should come first.		
4. The teacher is talking with a student when another student interrupts for the third time.		
5. Sharon promises to return a book to Helen. After a friendly reminder, she forgets the book.		
6. John makes plans to meet his friend Peter at the park. John shows up 40 minutes late and offers no excuse or apology.		

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Communication

LESSON: Effective Communication: Listening

PROCESS SKILLS: The student will:

1. Assess how communication affects relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Discuss listening skills using the information sheets provided.

R 2. "Listening Habits" can be used as an introduction to listening skills. Have students complete the activity and then discuss what makes for "good" and "bad" listening. You could also identify the most irritating of the 20.

3. "1000 Words For One Picture" helps students put their listening skills to use. Teacher gives the directions. How well do they listen -- what does their picture look like? Students may want to give directions for their own creations.

V 4. If not done previously, discuss the "Communication Chart" found in the information section. Have the students try the different levels of communication with a partner for 2 minutes per person. Use the following for discussion topics: What is really important to you? What are your thoughts on friendship? How important is education to you? After finishing activity discuss how the person talking felt at each level.

V 5. In partners, have students decide who will be the listener and who will be the speaker. The speaker speaks on any topic he/she wants for 2-3 minutes, while the other student listens. After the time has elapsed the listener will share with the speaker what he/she heard. At this time the speaker will respond to the accuracy of what was heard. Then have students change roles and follow the same procedure. The students should then review the handout "Listening Skills" to see if they used the four parts that make up effective listening.

V 6. This is an activity for active listening. With students sitting back to back in groups of four, have them complete a picture following the instructions given by one of the students in the circle. Give one student a simple picture. Student then gives verbal directions to the other three on how to draw the picture. Set a time limit. After completing the picture or when time has lapsed, have students turn around and compare drawings with the original. How do they compare? What did the leader say? What did they hear? How could communication be improved?

INFORMATION SHEET
LISTENING SKILLS

AIDS TO COMMUNICATION:

1. **PASSIVE LISTENING**: responses that do not communicate any of the listener's feelings. They may be comments such as:
   I see
   Oh
   Mm-hmm
   Really
   Interesting
   How about that
   No fooling
   You did, huh
   You don't say
   Is that so!
   Etc.

   Better responses:
   Tell me about it.
   Tell me the whole story.
   Would you like to talk about it?
   Let's discuss it.
   Tell me how that makes you feel.
   I'd like to hear more.
   I'd be interested in your point of view.
   Sounds like you have given this a lot of thought.
   This seems important to you.
   You've done some thinking about this, I see.

2. **ACTIVE LISTENING - FEEDBACK**: gives the listener an opportunity to check with the person talking to make sure he/she is understanding correctly. Gives the person talking a chance to explain again and correct any misinterpretation or misunderstanding. Feedback does not express agreement, disagreement or judgement - only acceptance and a desire to understand.

3. **COMMUNICATE AWARENESS OF FEELINGS BEHIND THE WORDS BEING SAID**: communicates caring.

4. **GIVE TOTAL ATTENTION:** communicates that the person is worthwhile and important.

5. **AVOID ROADBLOCKS:** Communicates confidence that the person is capable of solving his/her own problems or finding own answers. Helps promote self-acceptance and self-reliance.

HELPFUL HINTS

HEARING

Do you ever hear the beginning of what someone is saying and immediately figure you know what he or she is going to say? Do you tune out at that point? If so, don't jump to conclusions when you listen. By assuming you know what is coming next, you can be distracted by your own thoughts. You may miss the speaker's main idea and damage your understanding of what is being said.

INTERPRETING

The next time you're in class, try listening for ideas rather than for facts. Pay close attention. Clear your head of your own ideas. Listen instead to the speaker's ideas. Then try to find the main theme or reason for what is being said. Ask yourself, "Where is this fact leading? Why is the speaker presenting these ideas?"

Information Sheet (Continued)

EVALUATING

Train yourself to evaluate the main idea being presented, not the way the person is delivering the ideas. For instance, you have probably heard a person speak with charm, and yet you realize the person said little or nothing. There are others who speak with an air of authority and still are wrong. Or, an unpolished speaker may have something important to say. Put aside your opinions and listen rather than judge.

RESPONDING

When you're concentrating on listening, it shows. Nod your head to indicate when you understand. If possible, give the speaker feedback by repeating in your own words what you have heard. Ask questions if you don't understand something. Listen, and you will hear!!!

PROBES

Questions and comments that punctuate a conversation are called "probes." Probes can take many forms. Some enrich communication, others stifle it.

1. **OPEN-ENDED QUESTIONS**: are ones that require a wide-range of responses to a broad topic. These are excellent conversation starters. They help open up the discussion and give each person a chance to contribute.
   -What do you like?
   -How do you feel about . . . ?
   -Tell me what you think it means . . . ?

2. **BRIEF COMMENTS SHOWING INTEREST**: help carry the conversation further. Such statements encourage the speaker to continue communicating. Used often, they help accent your interest and involvement as a listener.
   -Oh, I see.
   -Of course
   -Certainly

3. **PAUSES**: or silence give people a chance to stop and think before they continue, or give another speaker an opportunity to join in the conversation. Silence can also be used to slow the pace of a conversation and bring it back to a relaxed, informative level.

4. **REFLECTIVE STATEMENTS**: indicate understanding, but not necessarily agreement. These also keep the conversation moving and can encourage other participants to express themselves in support of your reflective statement.
   -I understand that you're upset . . .
   -I know that you want to learn . . .
   -I appreciate how you feel . . .

Information Sheet (Continued)

5. **NEUTRAL QUESTIONS AND PHRASES**: also keep the conversation flowing but help channel it into a more specific direction.
   -How many of you have had other home economics courses?
   -How many enjoy babysitting?

6. **SUMMARY STATEMENTS**: are ones in which you briefly repeat what has been said to check understanding and gain commitment.
   -Am I to understand that all of you would like to visit a nursery?
   -Is it safe to say that each of you know how to read a recipe?

7. **LEADING QUESTION**: can also be used to summarize the previous conversation. Unfortunately they are often overworked in the classroom and often make students reluctant to disagree. Efforts toward building communication can be misunderstood as "manipulation" and a clever cover to get others to do what you have in mind.
   -You certainly want to get a job in food-service at the end of this course, don't you?

8. **CLOSED-ENDED QUESTIONS**: are the most rigid and structured probes. They permit only a narrow response: Yes or No. They can be excellent for checking understanding or commitment to action.
   -Does everyone know how to read a pattern envelope?
   -Is everyone willing to help plan a party for senior citizens?

COMMUNICATION CHART

SKILL	DEFINITION	COMMENTS - RESULTS
Silence	No verbal response	Allows freedom to talk - sometimes it is all that is necessary.
Grunts	ooo, hmm, ah, oh, uh, huh	Lets person know you are listening. Encourages more talk.
Parroting	Repeating exact sentence or part of the sentence.	Lets person know you heard exactly what they said. Draws them out more.
Paraphrasing	Repeating what you heard in your own words.	Adds clarity, spurs thought, gains acceptance.
Active Listening	Listening with your entire being. Listening between the lines. Identifying feelings. Using empathy.	Promotes caring and understanding. It is meaningful. Increases closeness, openness, and warmth.

Activity 2

Name ______________________________

____

LISTENING HABITS

Directions: Following are 21 statements describing behaviors a person usually finds irritating because he feels he is not being listened to. Check the ten most irritating to you and the ten that make you think the other person is really not listening.

____ 1. The other person doesn't give me a chance to talk. I go in with a problem and never get a chance to tell about it.

____ 2. The other person interrupts me when I talk.

____ 3. The other person never looks at me when I talk. I don't know whether he is listening or not.

____ 4. The other person continually fidgets with a pencil, a paper, or something, looking at it and examining it rather than listening to me.

____ 5. The other person treats me like an inferior.

____ 6. The other person never smiles - I'm afraid to talk to him.

____ 7. The other person asks questions as if he doubts everything I say.

____ 8. Whenever I make a suggestion, the other person always throws cold water on me.

____ 9. The other person is always trying to get ahead of my story and guess what my point is, sometimes, even finishing my sentence for me.

____ 10. The other person frequently answers a question with another question and usually I can't answer. It embarrasses me.

____ 11. The other person argues with everything I say - even before I have a chance to finish stating my case.

____ 12. Everything I say reminds the other person of an experience he has had or a happening he has heard of recently. I get frustrated when he continually interrupts to say, "That reminds me . . "

____ 13. The other person sits there picking hangnails, or clipping fingernails, or cleaning his glasses, etc. I know he can't do that and listen, too.

____ 14. He just waits for me to get through talking so he can interject something of his own.

____ 15. When I have a good idea, he takes credit for it by saying something like, "Oh, yes, I have been thinking about that, too."

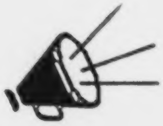
____ 16. The other person stares at me when I'm talking and looks me in the eye so directly that I feel self-conscious.

____ 17. The other person overdoes being attentive - too many nods of his head, or mm-mms or uh-huhs.

____ 18. The other person inserts humorous remarks when I am trying to be serious.

____ 19. The other person acts as if he is doing me a favor in seeing me, and frequently looks at the clock or his watch while I am talking.

____ 20. The other person passes the buck about problems I raise.

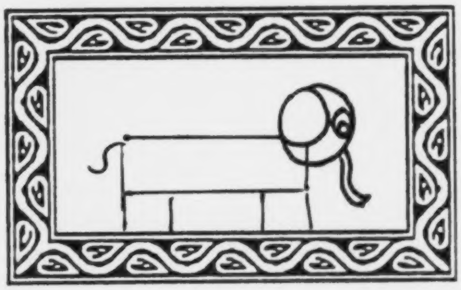


Activity 3

1000 WORDS FOR ONE PICTURE

Directions: The teacher or students give these directions as written, no repeating. The other students attempt to draw the picture from the directions given. Compare the finished products. Could be followed by students giving directions of their own creations.

1. Place the paper lengthwise on a flat surface.
2. At the bottom of the sheet, draw two small squares approximately three inches apart.
3. Inside each square, across the bottom draw a series of small half circles.
4. Draw a large rectangle on top of and connecting both squares.
5. On top of upper right corner of the rectangle draw a circle whose diameter is the height of the rectangle.
6. In the circle where five o'clock would be on the face of a clock, draw a large 'S' inside the circle and extending it outside the circle (trunk).
7. Draw another 'S' parallel to the first one about 1/8" apart.
8. Draw another circle in the upper left corner of the first circle, half in the first circle and half out.
9. In the upper left corner of the rectangle draw another 'S' (tail).
10. Just above the two parallel 'S's' draw two ovals, one inside the other. The inner one in the lower half of the outer one.
11. As you can clearly see, you have just drawn a stylized elephant.



Activity 5

Name ______________________________

____

LISTENING SKILLS

Directions: After listening to your partner talk about a topic that interests him/her, repeat as much of the information back to him/her to see how well you were listening. After this process, review this sheet and see which of the four parts to listening you used - did not use - and ones you should use to be a better listener.

Listening is much more than hearing. In fact, listening is made up of four parts:

-Hearing
-Interpreting
-Evaluating
-Responding

HEARING:	hearing everything that is said, not just the first, middle, or last part. Hearing is not assuming you know what is coming next.
INTERPRET:	is understanding what is said; listening for ideas rather than facts.
EVALUATING:	takes place when you weight information and decide how you will use it. Evaluate one's words, not their delivery of words.
RESPONDING:	is your reaction in words and actions. It shows the speaker whether you succeeded or failed to understand the message. Example: nodding, smiling, frowning, yawning.

Activity 1

Name ______________________________

____

COMMUNICATION ROADBLOCKS

Directions: Put the names of your group members at the top of this page. After the teacher hands you a role play situation, prepare to present it to the class. Answer the following questions after the completion of each of the role plays.

Situation 1:

1. What roadblock to communication was present?
2. What skills did the sender and the receiver not use?
3. Describe what should have happened to allow the message to be communicated.

Situation 2

1. What roadblock to communication was present?
2. What skills did the sender and the receiver not use?
3. Describe what should have happened to allow the message to be communicated.

Situation 3

1. What roadblock to communication was present?
2. What skills did the sender and the receiver not use?
3. Describe what should have happened to allow the message to be communicated.

Situation 4

1. What roadblock to communication was present?
2. What skills did the sender and the receiver not use?
3. Describe what should have happened to allow the message to be communicated.

SOFT SHOULDER
DO NOT ENTER
DO NOT PASS
ONE WAY

Source: Colorado Core Curriculum Relationships. Denver, Colorado: Colorado Community College and Occupational Education System and Colorado State University, 1991.

Activity 1 (Continued)

Situation 5

1. What roadblock to communication was present?

2. What skills did the sender and the receiver not use?

3. Describe what should have happened to allow the message to be communicated.

Situation 6

1. What roadblock to communication was present?

2. What skills did the sender and the receiver not use?

3. Describe what should have happened to allow the message to be communicated.

Activity 1 (Continued)

ROLE PLAY SITUATIONS

Situation 1

The class is planning a car wash for a money making project. There are two areas available but the class is having a hard time deciding on which to go with. Half the class wants it at the mall and half the class wants to have it at a busy gas station. They ask Tony for his opinion. Not wanting anyone to be mad, he says, "Well, the downtown gas station is a busy area, we might make a lot of money there. But I can also see the advantages of having it at the mall." Tony didn't reveal his real opinion for fear that someone might get mad at him.

Situation 2

Judy walks in late to the pep club meeting in which they are planning a party. First off she calls the club dumb because they never do anything fun, then when she finds out they are planning a party she does nothing but put the idea down. "That's a stupid idea. No one will come to a pep club party." Finally, when she had some good suggestions the rest of the member's didn't listen because she had complained so much, they tuned her out.

Situation 3

The student council was trying to choose a theme for their next dance. Several suggestions were made but all seemed to be too similar to ones the council had sponsored before. The members continued to make suggestions but one member decided to be different. Holly breaks in with "What homework problems were assigned for math class?" When the council members ignored her, she asked, "How much allowance do you get, Mark?" A couple of the council members rolled their eyes at Holly. They thought she was a nice and bright girl. But she annoyed them because she was always making silly remarks to get attention. Although Holly suggests a good idea, the members tune her out and miss her suggestions.

Situation 4

Tim always has his thoughts collected. In class, his nickname is "Smarts." He seems to know the facts about every question. But he rarely shares any personal feelings. Never getting upset, Tim ignores unkind remarks and attempts to make him fight. None of the students are very close to Tim. They think he is a nice guy, but they are not sure what makes him tick. He does not give anyone a chance to get to know him.

Situation 5

Moving to a small town from a big city was hard enough but having to worry about making friends was Mark's biggest concern. Coming from a big city, Mark dressed differently than they did in this small town and his hair style was a bit out of the ordinary. A neighbor boy, John, was cordial to Mark because he felt he had to be. He would invite Mark to join him and his friend to go driving around or to go for pizza, but never finalize the plans; therefore, Mark was left sitting alone at home. Several weeks later John was having trouble with his car at school. Mark happened to pass, asked if he could look under the hood and got the car started. From this point on Mark and John were friends.

Source: Colorado Core Curriculum: Relationships. Denver Colorado: Colorado Community College and Occupational Education System and Colorado State University, 1991.

Activity 1 (Continued)

Situation 6

Sally and Rick both work outside the home. Their 3-year old daughter Jenelle attends a day care center. Sally usually picks up Jenelle from the day care. This morning, Sally asked Rick to pick up Jenelle because she had a late meeting at the office. Rick was reading the newspaper at the time and nodded his head. At 6:30 p.m., Sally receives a telephone call from the day care center; no one had picked up Jenelle.

Activity 2

Name ______________________________

____

COMMUNICATION AT THE WORKPLACE

Directions: Read the following workplace situations and determine the type of roadblock present. Answer the questions following the scenario and be prepared to discuss.

Situation 1:

Danita's employer has asked her to work on a special project. Her work schedule is full, but the project is interesting and offers something different to do. She is also up for promotion next month. She has not yet responded when, the next day, Danita finds a memo on her desk concerning the special project. She notices that she has been named the chair of the committee.

a. What skills did the sender and receiver not use?

b. Who is at fault in this situation for the lack of communication?

c. Describe the scene between Danita and her employer later that day.

Situation 2:

Vera and Jon work together as caterers. Vera is writing a purchase order for foods needed next week when Jon enters her office to discuss a banquet they have just been asked to cater next month. Jon sarcastically tells her of this "great" new client and how this job will bring in a lot of money. Since Vera is writing she does not look at Jon as he describes the new client. Vera never looks up as she tells him to get started with the new client.

a. What was Jon's verbal message?

b. What was Jon's nonverbal message?

c. What receiver skills did Vera NOT use?

d. Describe the scene immediately following Vera telling Jon to get started with the new client.

Source: Colorado Core Curriculum Relationships. Denver, Colorado: Colorado Community College and Occupational Education System and Colorado State University, 1991.

COURSE: Relationships

UNIT: Personal Interaction

TOPIC: Building Relationships

LESSON: Roles/Sex and Gender Roles

PROCESS SKILLS: The student will:

1. Evaluate friendship and relationships.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

1. To begin lesson read to the class or have someone in the class read "Prince Cinders" or "Princess Smarty Pants" by Babbitt Cole. These books written for children as take offs on Cinderella with a "today woman and man" ending. Stress what are certain roles thought to be male or female.

W/CT 2. Have students complete "Differences between the Sexes" describing what they feel are male and female roles. Discuss where they may have come up with these beliefs (parents, society, T.V. etc.).

R/CT 3. Using the directions on "Girls Are/Boys Are" Information Sheet, assist students through the steps on the "Boys are...Girls are..." worksheets. Discuss what typical male/female role expectations we have in our culture and how this could limit relationships.

R 4. Using the "Does the Glass Slipper Fit?" and "Are you a Cinderbob?" worksheets, discuss role expectations that are important for males and females in today's world.

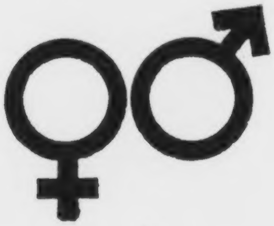
Activity 2

Name______________________________
____

DIFFERENCES BETWEEN THE SEXES

Directions: Under each of the headings, list words describing masculinity and femininity or words that remind you of male/female roles. Be prepared to discuss in class. After writing down as many words as you can think of, complete the items below.

FEMALE **MALE**



- (Circle) the words that represent beliefs your parents have instilled in you.
- Underline the words that represent beliefs your friends have instilled in you.
- (X) Cross out the words that represent beliefs society has instilled in you.
- (√) Check the words that represent beliefs the media (T.V., radio, magazines, newspapers) have instilled in you.

1. Because of certain beliefs about masculinity and femininity, people in society are sometimes forced to act in certain ways. List and explain some of the ideas or behaviors associated with being masculine or feminine that could be harmful or have serious effects on those that follow those beliefs.

2. What are some examples of beliefs you hold that effect your behavior? Do you feel these are necessary ways to act? Explain.

3. In what ways do you believe society would be different if our beliefs about what was masculine and feminine were different?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 3

BOYS ARE/GIRLS ARE: INFORMATION SHEET

Directions: Use the following steps to assist students in recognizing typical male/female role expectations in our culture and how these may be limiting to a relationship.

In order for this activity to have a valid point, students should answer honestly the questions on the worksheets. If they think it is a measure of male/female prejudice or expectations, they may not be as honest, so it is important to begin the lesson in a manner which doesn't point to the generalization of the lesson. It might be good to begin with a statement such as this: "Today we are going to discuss the psychological differences between guys and girls and find out how well you understand the opposite sex."

Activity:

1. Distribute the worksheets to each student. Make sure girls get papers that ask questions about the boys and visa-versa. Have students complete the sheets individually first (about 5 minutes).
2. Form groups of 6 or less, by sex. Each group should discuss each question and arrive at a group consensus on the answers. Each group should appoint a secretary to take notes (about 15 minutes).
3. For question 1, ask the girls what they put down. When they have answered, give the guys a chance to respond. Then let the guys give their first answer, and the girls respond, etc., through the questions. Compare the answers of each sex. Discuss what can be learned from this activity. Some possible generalizations: Stereotyping limits your expectations of another person -- as long as those expectations are that limited, a real freeing, empowering type love relationship is not possible. You must respond to people, not your expectations of them.
4. Students will write a statement beginning with "I learned...." about the day's lesson, thereby forming their own generalization.

Activity 3 (Continued)

Name________________________________

____

BOYS ARE...

Directions: For each of the areas listed below, write what you think is typical of boys. Be specific and honest. The first one is an example.

Emotions: A boy is less emotional than a girl. He thinks it is unmanly to cry. He is not nearly as sensitive about things as a girl is. (**Add anything you believe to be appropriate.)

Religion:

Sex:

Money:

How would a boy define success in life?

What would a boy say is the most important thing in life?

How would a boy describe the perfect girl?

Any other comments about boys:

Activity 3 (Continued)

Name________________________________

____

GIRLS ARE...

Directions: For each of the areas listed below, write what you think is typical of girls. Be specific and honest. The first one is an example.

Emotions: A girl gets emotional about everything. She feels more deeply than a boy. She can cry about anything. She often gets hung up on other people's problems.

Religion:

Sex:

Money:

How would a girl define success in life?

What would a girl say is the most important thing in life?

How would a girl describe the perfect boy?

Any other comments about girls:

Activity 4

Name____________________________

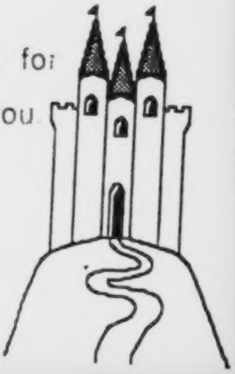
DOES THE GLASS SLIPPER FIT? (FEMALE)

Directions: Read the scenario and use the following pages to judge your readiness to life as a Cinderella or a modern woman.

Once upon a time there was a fair young maiden. Her name was Cinderella. Cinderella lived with her stepsisters and stepmother. Cinderella was responsible for all the cooking, cleaning and other chores around the house. Although it was a very modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. When she was miraculously discovered by the Prince and went with him to live in the castle, we are fairly certain that she did not take up an outside career of castle building or working in the sword repair shop in town. She stayed home and ran the castle and raised their children. The Prince, or course, never abandoned her except for occasional trips to Crusader conventions. They never got divorced because that wasn't allowed. If things got too bad, Cinderella occasionally went to live in the convent. Usually, however, the Prince and Cinderella lived happily ever after -- which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite a bit different. The number of available "Prince Charming's" has decreased tremendously since "once upon a time." As a result, females of all ages are working outside of the home. They are working for the same reason men work -- for money to support themselves and their families.

To find out if you are better prepared for Cinderellahood than for modern womanhood, check off all the things in each list that apply to you



Activity 4 (Continued)

Name________________________________

____

CINDERELLA/MODERN WOMEN (√) SHEET

Directions: Check (√) off each item that applies to you. Total the amount of √'s you have at the end of each list.

CINDERELLA

____ 1. Can cook

____ 2. Wait for Prince Charming to open the door for you

____ 3. Talk to your fairy godmother

____ 4. Can dance

____ 5. Have no career plans

____ 6. Think woman's place is in the home

____ 7. Don't worry about the future

____ 8. Cannot manage money

____ 9. Can raise children

____10. Talk to mice

____11. Can wash clothes

____12. Have no job skills

____13. Read love stories and movie magazines

____14. Can give a party

____15. Know how to care for a baby

____16. Don't like school

____17. Can sew

____18. Rush home to watch the soap operas

____19. Can clean

____20. Turn down the radio when the news comes on

____ **Total (√)'s**

MODERN WOMAN

____ 1. Read news magazines

____ 2. Discuss career plans with your parents

____ 3. Have investigated all high school job training courses including plumbing and welding

____ 4. Plan to work for 34 years

____ 5. Am aware of Title IX

____ 6. Know how much money it takes to feed a family of four for a week

____ 7. Can list 20 different jobs open to women*

____ 8. Stand up for yourself

____ 9. Rush home to watch the evening news

____10. Demand equal pay for equal work

____11. Know how to manage money

____12. Aren't afraid to be the only girl in the class

____13. Will graduate from high school

____14. Open your own car door

____15. Know how to file a suit under EEOC

____16. Know about apprenticeship programs

____17. Can fix a flat tire

____18. Talk to your counselor about future job plans

____19. Plan to learn a skill before marriage so that you can always get a job

____20. Think you can do any job a man can do

____ **Total (√)'s**

Activity 4 (Continued)

SCORING

Directions: Total up the number of checked items in each column.

CINDERELLA TOTAL GREATER THAN TODAY'S WOMAN TOTAL: The Glass Slipper "fits" and you're in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will have to work . . . 9 out of 10 high school girls will work in the future. You need to start giving serious thoughts to job training available to you in high school and careers that open up to you after the training. You should realize that unless you start training now, you will not be a very employable person. Wake up!

CINDERELLA TOTAL EQUALS TODAY'S WOMAN TOTAL: You've given your future some thought but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you're married. How wrong you are! You most likely will work for about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore them all so your decision is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S WOMAN TOTAL GREATER THAN CINDERELLA TOTAL: Let's hear it for you! You are ready to take on the world. You can mange a home and a job. You know about all kinds of high school job training: home economics and secretarial training, as well as plumbing and auto mechanics. You realize you will be working and you have made a career decision and have included this in your four-year plan. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only girl. You are realistic and really have your act together.

Activity 4 (Continued)

Name____________________________

ARE YOU A CINDERBOB? (MALE)

Directions: Read the scenario and use the following pages to judge your readiness to life as a Cinderbob or for modern manhood.

Once upon a time there was a handsome young man. His name was Cinderbob. Cinderbob lived with his stepmother and stepsisters. Cinderbob was the oldest son and felt he should tell everyone what they should be doing. Although it was a very modest home, Cinderbob had very little time for himself. He was very busy working to support everyone. When he was miraculously discovered by the Princess and went with her to live in the castle, Cinderbob felt he should be in charge of things the way he had been when he lived at home. He told the Princess he did not want her to continue her Princess work outside the castle because he wanted to be the one to support the family. So the Princess gave up princessing which paid very well. The Princess, of course, never abandoned Cinderbob except for occasional trips to the conventions of the National League of Princesses. They never got divorced because that wasn't allowed. If things got too bad, Cinderbob occasionally went for a weekend at the monastery where he could rest up from being the sole support of the castle. Usually, however, the Princess and Cinderbob lived happily ever after, as best they could, which really wasn't so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite a bit different. The number of Princesses, and other women, willing to give up careers has decreased dramatically since "once upon a time." As a result, males of all ages are learning to share work and home responsibilities with their Princesses.

To find out if you are better prepared for Cinderbobhood than for modern manhood, check off all the things in each list that apply to you.

Activity 4 (Continued)

Name ______________________________

____

CINDERBOB/MODERN MAN (√) CHECK SHEET

Directions: Check (√) off each item that applies to you. Total the amount of √'s you have at the end of each list.

CINDERBOB

____ 1. Cannot cook
____ 2. Expect that your future wife will do what you tell her
____ 3. Only talk to other Cinderbobs your age for advice
____ 4. Can't sew up a tear
____ 5. Have no plans to share home and child care with your wife
____ 6. Think woman's place is in the home
____ 7. Don't worry about the future
____ 8. Would be uncomfortable for your wife to earn more than you
____ 9. Don't know anything about raising children
____10. Talk to the mirror
____11. Can wash cars but not clothes
____12. Have no homemaking skills
____13. Read detective stories and porno magazines
____14. Can give a party
____15. Don't know how to care for a baby
____16. Don't like school
____17. Can't sew
____18. Drop everything to watch the football game on T.V.
____19. Can take out the trash
____20. Turn down the radio when the news comes on

____ **Total (√)'s**

TODAY'S MAN

____ 1. Read news magazines
____ 2. Discuss career plans with your parents
____ 3. Have investigated all high school job preparation possibilities including secretarial & nursing
____ 4. Plan to work for 41 years
____ 5. Am aware of Title IX
____ 6. Know how much money it takes to feed a family of four for a week.
____ 7. Can list 10 nontraditional jobs open to men
____ 8. Can be kind and helpful to someone who needs encouragement
____ 9. Rush home to watch the evening news
____10. Demand that everyone get equal pay for equal work
____11. Know how to manage money
____12. Aren't afraid to be the only boy in any class
____13. Will graduate from high school
____14. Are comfortable dating an achieving, assertive girl
____15. Know how to file a suit under EEOC
____16. Know about child care programs
____17. Can fix dinner, lunch and breakfast
____18. Talk to your counselor about future job plans
____19. Plan to learn a skill before marriage so you can always get a job
____20. Think you can do any job a woman can do

____ **Total (√)'s**

Activity 4 (Continued)

SCORING

Directions: Total the number of checked items in each column.

CINDERBOB TOTAL GREATER THAN TODAY'S MAN TOTAL: The Glass Slipper "prize" is yours and you are in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will be sharing a home and child care responsibilities with a working wife . . . 9 out of 10 high school girls will work in the future. You need to start giving serious thought to home and family training available to you in high school and nontraditional careers that are possibilities. You should realize that your ideas on women are out of date and in serious need of being modernized. Wake up!

CINDERBOB TOTAL EQUALS TODAY'S MAN TOTAL: You've given your future some thought but not enough. While you are probably capable of managing your career, you do not really believe that women will have careers once they are married and have children. How wrong you are! An average Woman of today can expect to work for 34 years outside the home even if she is married and even if she has children. That is only 7 years less than the 41 years you can expect to work. You are not quite aware of what it takes to be a good sharing partner in a marriage. You have probably explored the traditional male jobs, but none of the others. Be sure to explore them all so your decisions is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S MAN TOTAL GREATER THAN CINDERBOB TOTAL: Let's hear it for you! You are ready to take on the world. You can manage a home and a job. You know about all kinds of high school job training. Home economics and secretarial training as well as plumbing and auto mechanics. You realize that you will be working and that women will be working after they are married and have children. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only boy. You are realistic and really have your act together.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Building Relationships

LESSON: Expectations

PROCESS SKILLS: The student will:

1. Evaluate friendships and relationships.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

W/V/CT 1. Divide class; girls in one group and boys in another. Have each group make a list of expectations in a meaningful relationship, determine which five expectations are most important and, write their top five on a poster board. Hang up the two lists and compare and contrast the male and female lists. An additional way of discussing this topic might be to have each group write their expectations on precut construction paper. Have a boys container and a girls container. Have the girls draw from the boys container and visa versa. The drawing group discusses the expectation they have chosen from the container sharing their thoughts and feelings. The other group then gets a chance to defend their expectation.

W/CT 2. Students will use "Expectations in a Relationship" worksheet to summarize their personal expectations in a relationship. The worksheet can also be used as a score sheet.

Activity 2

Name ______________________________

____

EXPECTATIONS IN A RELATIONSHIP

Directions: Write an essay on the expectations you have in a loving relationship. Consider factors such as: honesty, fidelity, certain chores or job expectations, etc. Consider the following questions when writing.

1. How would you define expectation?
2. What expectations do you have in a loving relationship?
3. Which of your expectations are realistic? Which are unrealistic?
4. Do you feel these are common expectations or personal ones?
5. How, or from whom, do you think you formed these beliefs or expectations?
6. What do you think most people in our society expect in a relationship?
7. How would society be different if everyone had the same expectations as you?

Scoring

1. Answer to questions included. _____
2. Quality of answers/essay. _____
3. Neatness and spelling. _____

Total_____ Grade____

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Building Relationships

LESSON: Dating, Functions, Etiquette, Concerns

PROCESS SKILLS: The student will:

1. Evaluate friendships and relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V/CT 1. Begin class with a lecture and discussion on why we date and dating practices in other countries/cultures. In groups, use butcher paper to have students brainstorm the function of dating in our culture today. Share with the class. Compare and contrast the dating practices in our society to those in other countries. Also, discuss how dating practices have changed through the century.

R/W 2. Use "My Preference" worksheet to have the students decide their subconscious dating styles.

3. Have students complete the "Dating Survey" themselves, then ask 3 other people out of the class to complete it. Tally the results and discuss in small groups. Cooperatively write a summary paper of the results. Compare and contrast the attitudes of each sex.

R/W/CT 4. The questionnaire "Dating Checklist" can be completed by students and used for class discussion or as a panel discussion. Students may also pick 3 or 4 statements to debate. Have teams of two present a pro or con view. Have other students vote to determine which team presented the most valid arguments.

V 5. Dating Game - have students write out three questions they would like answered by the opposite sex. Questions could be information based like, "Do guys like to be given flowers?" or pet peeves, "Why do girls always get together and laugh and giggle so much?" and so forth. The next day have boys on one side of the room and girls on the other. The teacher or panel of students ask the questions alternating girls questions to boys - boys questions to girls. Students should be allowed to raise their hand and ask spontaneous questions as well.

R 6. Students may be asked to complete "Am I a Good Date." In order to evaluate their own dating/relationship habits.

V 7. "Mini Skit: Plan Sheet" can be used to discuss correct and incorrect dating etiquette. Choose four or five statements from the "Am I a Good Date" survey. Suggestions might include 1,2,4,7,12,17. Assign each group one of the statements. Do not let others know what statements are assigned. Have students devise a skit, about their statement, only do the reverse (i.e., instead of being a good conversationalist, like question #1 states, have students play the opposite). Present the skits and have students discuss how they would feel if they were treated this way and have them guess which statement is being portrayed negatively. What conclusions can be draw from seeing these skits?

Activity 2

Name ______________________________
____

MY PREFERENCE

Directions: Follow the steps below to help you determine your subconscious dating preferences and styles.

1. List along the left side, leaving space between each name, all the people you have been strongly attracted to or have dated. Describe the physical characteristics of each one in four to five words. Describe the personality characteristics of each one in four to five words.

NAME	PHYSICAL	PERSONALITY

II. Below list any characteristics that you identified three or more times in the appropriate category.

PHYSICAL	PERSONALITY

Activity 2 (Continued)

III. The people that I have been the most attracted to seem to have these physical characteristics. (Write complete sentences to summarize.)

The people that I have been the most attracted to seem to have these personality characteristics. (Write complete sentences to summarize.)

IV. Read through the following characteristics. Decide which characteristics are associated with being datable and which are probably associated with being undatable. (Circle) those items that you consider datable characteristics. Underline those items you believe to be undatable characteristics. Complete the follow-up statements.

poor complexion
sloppily dressed
silly
religious
pessimistic
very quiet
self confident
empathetic
loner
very aggressive
fun-loving
tight with money
quick tempered
feelings hurt easily
holds a grudge
not affectionate
swears a lot
dependable
belittles others

heavy makeup
neat, clean
energetic
hardworking
lazy
polite
moody
likes people
very passive
gentle
cheerful
vulgar
thoughtful to others
procrastinates
selfish
forgiving
insecure
possessive
fearful

unshaven
fresh breath
good conversationalist
affectionate
gossipy
has a variety of interests
puts other people down
tight, provocative dress
friendly with opposite sex
enthusiastic
tries new activities
loud
has several close friends
spends money easily
takes risks
has to be center of attention
never displays feelings
negative
often depressed

(*) Star the five datable characteristics that are most appealing to you.
(!) Exclamation point the five undatable characteristics you find most unappealing. Discuss why you think these are the most unappealing to you.

Pick one undatable characteristic that you probably have and discuss some ways to improve it.

R-II-B-4 a-c [5]

Activity 3 Name ______________________

____

DATING SURVEY

Directions: Complete the survey yourself, then ask two students of the opposite sex and one student of your same sex to answer the survey. (they must be from outside of class). Tally your results. In your small group share your survey results and assist in completing a summary paper of the results. Compare and contrast the attitudes of each sex.

		GIRLS	GUYS
1.	Do you think it's okay for the girl to ask a guy for a date?	Yes ____ No ____	Yes ____ No ____
2.	If the girl asks the guy for a date should the girl pay?	Yes ____ No ____	Yes ____ No ____
3.	Do you prefer:	Blondes ____ Brunettes ____ Redheads ____	Blondes ____ Brunettes ____ Redheads ____
4.	GUYS: Is it okay for girls to make the first move?	Yes ____ No ____	Yes ____ No ____
5.	GIRLS: Would you prefer that the guy make the first move?	Yes ____ No ____	Yes ____ No ____
6.	Would you rather have a steady date or date a variety of people?	variety ____ steady ____	variety ____ steady ____
7.	Do you think a couple should have the same interests?	Yes ____ No ____	Yes ____ No ____
8.	Do you tend to date the same type of people? (romantic, outgoing, athletic, shy, etc.)	Yes ____ No ____	Yes ____ No ____
9.	What is your idea of a perfect date?	____ Movie ____ Dinner ____ Watch T.V ____ Party ____ Dance ____ Bar ____ Lookout Mt	____ Movie ____ Dinner ____ Watch T.V. ____ Party ____ Dance ____ Bar ____ Lookout Mt
10.	GUYS: Would you date a girl older than you?	Yes ____ No ____	Yes ____ No ____
11.	GIRLS: Would you date a guy younger than you?	Yes ____ No ____	Yes ____ No ____
12.	Would you date someone of a different ethnic group than your own?	Yes ____ No ____	Yes ____ No ____
13.	Is your reaction negative when you see a mixed couple?	Yes ____ No ____	Yes ____ No ____
14.	Does a person's reputation affect whether or not you will go out with them?	Yes ____ No ____	Yes ____ No ____
15.	Do you see dating as a way to advance yourself socially?	Yes ____ No ____	Yes ____ No ____

Activity 3 (Continued)

16. Would you go out with someone who drinks a lot or uses drugs?	Yes ____ No ____	Yes ____ No ____
17. If your friends don't like the person you go out with would you still go out with that person?	Yes ____ No ____	Yes ____ No ____
18. Would you date someone who already has children?	Yes ____ No ____	Yes ____ No ____
19. Is it important to have an emotional relationship before you have a sexual relationship?	Yes ____ No ____	Yes ____ No ____
20. Would you date someone who has a physical handicap?	Yes ____ No ____	Yes ____ No ____
21. What is the first thing you notice about the opposite sex?	____ clothes ____ eyes ____ hair ____ smile ____ figure ____ posture ____ walk ____ attitude ____ complexion	____ clothes ____ eyes ____ hair ____ smile ____ figure ____ posture ____ walk ____ attitude ____ complexion
22. Which is the most important quality you look for?	____ personality ____ looks ____ attitude ____ responsibility ____ dress ____ sense or humor ____ popularity ____ money ____ reputation	____ personality ____ looks ____ attitude ____ responsibility ____ dress ____ sense of humor ____ popularity ____ money ____ reputation
23. Do you think that early in a relationship sex improves the relationship?	Yes ____ No ____	Yes ____ No ____
Harms the relationship?	Yes ____ No ____	Yes ____ No ____

Activity 4

Name ______________________________

____

A DATING CHECKLIST

Directions: In the blank preceding the statement, indicate your feelings: A = Agree, D = Disagree, U = Undecided.

____ 1. I am willing to "go Dutch" in steady dating or with somebody I have dated many times, but not on a random dating basis.

____ 2. I don't consider it a real date if we do things that cost nothing, like walking or picnicking in the park or at the beach, going for a ride, visiting a museum, or dancing at a friend's house.

____ 3. I don't think parents should have anything to say about the person I date once I am no longer living with them.

____ 4. If I am older than my sibling and have more dating experience, I should try to guide the dating choices of this younger brother/sister.

____ 5. I think my parents should supervise the dating of my brothers and sisters still living at home to keep them from disgracing us.

____ 6. I should respect my parents' preferences about whom I date and what we do as long as I am living at home.

____ 7. I have different standards about my date's looks, education, religion, race as well as our sexual intimacy, depending on whether it is a first or second date with the other person or I have been dating that person for a longer period of time.

____ 8. I find the sexual part of dating confusing.
    ____ A. Boys try to go as far as they can and then talk about marrying a virgin.
    ____ B. Girls lead you on and then get insulted if you make a pass.

____ 9. Girls should be as free as boys to ask for dates and to voice their preferences for the way time and money will be spent.

____10. Girls and boys should be allowed to date whenever they feel ready to do so and not be restrained by arbitrary milestones.

____11. Boys and girls of whatever age need no supervision on dates.

____12. Going steady should be up to the couple; parents should refrain from comments.

____13. The boy and girl should decide their own time limit and not be limited by parental or community curfews.

____14. It is all right for a boy or a girl to invite the other home when no one is there.

Activity 4 (Continued)

_____15. The daters should have flexibility in their activities and not have to keep parents informed as to where they are or what they are doing.

_____16. The couple owe each other their complete attention when they are on a date.

_____17. There is something wrong with somebody who is not dating.

_____18. A girl owes a boy a good-night kiss after a date.

_____19. Parents should not force daters to pet in cars. There should be a room at home where a dating couple can have privacy.

_____20. Parents should not be concerned with how serious the relationship is becoming.

Activity 6 Name ______________________________

____

AM I A GOOD DATE?

Directions: Rate your own dating and relationship habits by placing a Y = Yes, N = No, or a M = Maybe in front of the following statements.

____ 1. I am a good conversationalist, meaning a good listener as well as able to tell about my own ideas and experiences.

____ 2. I am straight forward in asking for a date or refusing it, but allow the other to save face.

____ 3. I am not a status seeker, demanding that we go only to the prestigious places.

____ 4. I do not embarrass my date by my way of dressing, eating, speaking, or dancing. If I am not comfortable with the norms of the place we are in I suggest we go elsewhere.

____ 5. I do not force my date to reveal confidences about his/her family members or previous dating relationships.

____ 6. I try to be punctual or if I am not too good at this, I suggest meeting at a place where the other person can wait comfortably.

____ 7. I am conscientious about keeping a date and do not use excuses to get out of it when a better one comes along.

____ 8. If the date proves to be a negative experience, boring, hostile, or degrading, I think through my own conduct and see what I contributed to the unfortunate result rather than blame the other person.

____ 9. I try to be myself most of the time, although I find it fun occasionally to try out a new me, to emphasize some aspect of my personality I don't always display, such as frankness, critical ability, independence of thought, or fantasy.

____10. I make up my own mind as to whether I liked the date, even though my parents/friends offer negative comments.

____11. I allow my date similar scope and don't begrudge such efforts.

____12. I don't suggest activities my date or I cannot afford. In a restaurant I watch what the other person is considering and choose in a similar price range.

____13. I don't give false clues concerning sexual expectations.

____14. I don't use a current date as a stepping stone to another in any obvious way that would hurt the feelings of the one I am with.

____15. I try to establish early in the date any time or distance limitations to avoid any wrangle in ending the date.

____16. I feel responsible for the other person's safety and do not try to drive when I am not in full control of myself.

____17. I respect my dating partner's confidences and do not share them with my friends.

Activity 7

Name ______________________________

____

DATING ETIQUETTE/MINI SKIT: PLANNING SHEET

Directions: Follow the directions below to prepare a dating etiquette skit. Be prepared to perform a skit for the class representing poor dating etiquette.

You will receive a statement from the "Am I a Good Date?" survey. You are to devise a skit to display the opposite of this statement. You are going to show the class how people do not display this behavior. Use this sheet to plan your skit. Play your skit. Your classmates then decide how it would feel to have this happen to them. The students will then guess which statement your skit relates to.

1. Statement your skit relates to:

2. Roles, and who will play each role:

3. Setting (where, what time of day, year, etc):

4. Brief summary of what you will do in your skit:

5. Your announcer will introduce the characters and explain the setting. Brief dialogue of announcer:

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Building Relationships .

LESSON: Issues and Problems Concerning Relationships

PROCESS SKILLS: The student will:

1. Evaluate friendships and relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/V 1. Hand out "Levels of Sexual Intimacy." Stress all the levels of an intimate relationship, especially all the lower levels. Organize students into groups of three. Have each group develop a comparable diagram to relate to each "Level of Commitment and Responsibility in a Relationships." They are to produce this according to the Level of Sexual Intimacy. Compare the results of each group. Discuss what happens in a relationship when the sexual intimacy and commitment/responsibility levels don't match. Also, what happens if one person is at a different step or level in the commitment/responsibility diagram.

R/V/CT 2. Introduce the topic of premarital sexual intercourse. Brainstorm a list of arguments for and a list of arguments against sexual intercourse before marriage. Hand out "Checklist of Arguments For and Against Pre-Marital Sexual Intercourse." See how many similarities can be found. Complete the checklist and discuss.

R/W/CT 3. Use the "Impact Wheel" to discuss the effects of premarital sex.

Activity 1

Name ______________________________
____

LEVELS OF SEXUAL INTIMACY

Directions: Read the following information. In groups of three, develop a comparable diagram to relate to each "Level of Sexual Intimacy." Entitle the diagram, "Levels of Commitment and Responsibility in a Relationship." Be prepare to explain and justify your diagram.

INTERCOURSE
CARESSING TO ORGASM
CARESSING BELOW WAIST
CARESSING ABOVE THE WAIST
FRENCH KISSING
HOLDING, REGULAR KISSING
ARMS AROUND WAIST OR SHOULDER
HOLDING HANDS
TOUCHING IN PLAY, SITTING CLOSE, "WRESTLING"
WORDS AND GESTURES THAT SHOW CARING, HUGGING
SMILES, KIDDING AROUND, FLIRTING

A couple developing an increasingly intimate relationship can choose ways to express affection physically that reflect the depth of their growing trust, loyalty, and commitment. This diagram shows that their are many steps between the first flirting gestures of beginning to like someone and the ultimate expression of intimacy, sexual intercourse.

When a couple are mature adults, each with a fully developed sense of self-identity, they may, over time, progress through all these steps in becoming life partners. In the high school years, people don't often feel comfortable and at ease with that much intimacy.

In a healthy, caring relationship, the partners decide which step is one they both feel comfortable with. They are able to distinguish between the intimacy they may ultimately seek (total physical merger with another) and the intimacy they now have (the nature of their overall relationship in all its dimensions and the level of physical expression of affection appropriate for them at this point in time).

Each level can be very pleasurable and satisfying. Each step is worth savoring and enjoying to the fullest extent. A couple can choose to remain at a mutually pleasing level for a long, long time without moving up the stairs before both are ready for the next step.

Activity 2

Name ______________________

CHECKLIST OF ARGUMENTS FOR/AGAINST PRE-MARITAL SEXUAL INTERCOURSE

Directions: Indicate for each item, the degree of soundness or unsoundness which, in your judgement, that argument for/against pre-marital sexual intercourse really merits.

Arguments For

(VS=very sound, FS=fairly sound U=Undecided, FUS=fairly unsound, VUS=very unsound)

		VS	FS	U	FUS	VUS
1.	It is the highest expression of human love.					
2.	It is the natural sex expression.					
3.	It avoids frustrations aroused by petting.					
4.	It is a maturing experience.					
5.	A student cannot afford marriage.					
6.	Rebellion of student whose parents will not allow marriage.					
7.	It is a way to rebel against society.					
8.	Avoids responsibilities of marriage.					
9.	It is a method of getting a mate.					
10.	It brings pleasure, enjoyment, and fulfillment.					
11.	It seems increasingly more socially accepted.					
12.	It is condoned by other modern cultures.					
13.	It satisfies curiosity.					
14.	It is a test of physical compatibility.					
15.	It is a test of mental compatibility.					
16.	It fills a need for affection (loneliness).					
17.	Why wait; the world may blow up tomorrow.					
18.	It's O.K. if you don't get discovered.					
19.	It can be used as an escape mechanism.					
20.	Some people have had experience living in a culture where pre-marital sex was acceptable.					
21.	O.K. if done for fear of losing desired mate.					
22.	Prohibitions inhibit expression of real love.	✓				
23.	O.K. if couple is engaged, plan marriage.					
24.	O.K. if couple consider selves married already.					
25.	Sexually experienced persons adjust more quickly to sex in marriage.					

Activity 2 (Continued)

Arguments Against	VS	FS	U	FUS	VUS
1. The fear and danger of pregnancy.					
2. The danger of venereal disease.					
3. It causes guilt feelings.					
4. Brings social disapproval, pressure, penalties.					
5. The fear of being discovered.					
6. Violates religious beliefs.					
7. A stigma is on the unwed mother and child.					
8. Pregnancy is especially a problem if one is unable to accept marriage responsibilities.					
9. May be forced to marry before it is wise.					
10. It interrupts normal life patterns.					
11. The social affect on, and threat to, the family as an institution.					
12. Tends to prolong unsound relationships (infatuation) which normally would die except for the sex stimulation.					
13. May lead to mental conflicts; in extreme cases, even mental illness or suicides.					
14. Not likely to be as thrilling as anticipated due to abnormal conditions, fears, guilt.					
15. Violates the ideal of not breaking sexual chastity before marriage.					
16. If you love your partner, you won't wish to expose them to probable negative consequences.					
17. Abortions are dangerous, immoral, traumatic.					
18. Tends to lead into crime or prostitution.					
19. It tends to break-up couple before marriage.					
20. Leads to doubts that partner can be trusted.					
21. It may lead to a pattern of fear, guilt connected with the sex act, lasting into marriage.					
22. Tends to spoil relationship if pregnancy results.					
23. May lead to extra-marital relations.					
24. Causes loss of respect for self.					
25. Cheapens procreation.					

*Use codes from previous page.

Activity 2 (Continued)

SCORING AND DISCUSSION	VS	FS	U	FUS	VUS
TOTAL **FOR**	____	____	____	____	____
TOTAL **AGAINST**	____	____	____	____	____

YOUR OPINION: In view of the above arguments both for and against, do you think sexual intercourse before marriage is in your best judgment? (check one)

Very Wise ____ Wise ____ Undecided ____ Unwise ____ Very unwise ____

ANSWER THE QUESTIONS BELOW:

1. Looking at the totals in each of the catagories for both questionnaires, do the results truly reflect your feelings about this topic?

2. If you were a parent and you had a child old enough to be considering pre-marital sex would you feel the same way?

3. Is/are your parent(s) aware of your feelings about this topic? How do they feel about your beliefs?

4. How might society be different if everyone felt the way you do about pre-marital sex?

5. Discuss what you believe to be societies view on this topic and your feelings about it. (How you would change it; how you believe it should be different/same, etc)

Source: Sex, Love or Infatuation: How Can I Really Know? by Ray E. Short. Copyright © May 1978, p. 176. Permission granted by Augsburg Publishing. Questions developed by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

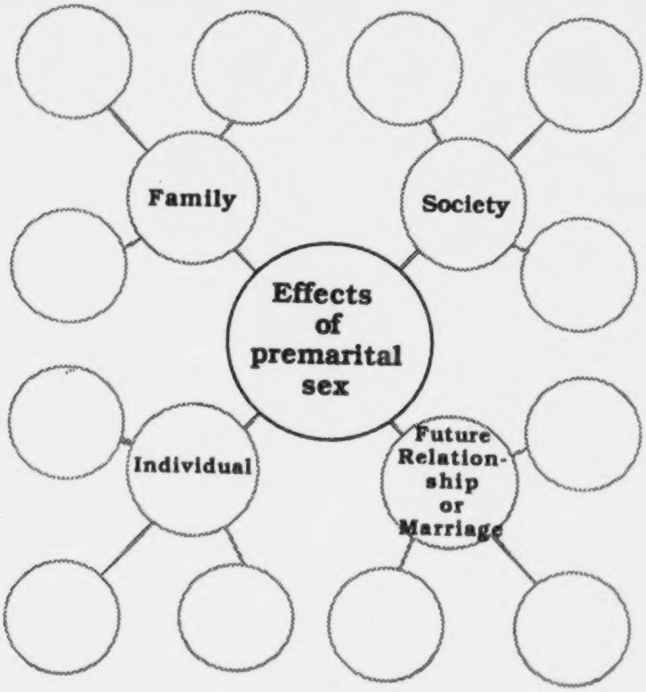
Activity 3

Name ______________________________

____

IMPACT WHEEL

Directions: Using the diagram provided complete the impact wheel by filling in each section on the wheel as to who would be effected if two people chose to have premarital sex. Answer the questions following the exercise.


Effects of premarital sex
Family
Society
Individual
Future Relationship or Marriage

1. How do the effects on the individual compare to those on society?

2. What do you believe is the greatest effect of premarital sex as a teen?

3. On what basis should the decision whether to have sex or not be made?

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Sexual Decision Making: Abstinence

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

1. Check with Right To Life for various curriculum.

W/CT 2. Complete "Abstinence - A Sexual Decision," Discuss the advantages and said draw-backs of abstinence. Stress that with the threat of aids and other STD's abstinence is a viable option. In addition, let students know that they are not weird if they chose to abstain, and that they aren't the only ones doing it.

RESOURCES:

1. Pamphlets and other information (films, speakers etc.) from Right To Life organization.
2. Pamphlets and other information from Planned Parenthood.
3. Pamphlets from Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830. (408) 438-4080.
   -Are You Kidding Yourself?
   -Deciding about Sex . . The Choice To Abstain
4. Pamphlets from Womanity, 2141 Youngs Valley Road, Walnut Creek, CA 94596.
   -How To Say No Without Losing His/Her Love

INFORMATION SHEET
ABSTINENCE

The time comes to decide whether or not to have sex. Do you know what you will do? How to answer or respond to a statement like "If you love me, you'll make love to me," or "Making love will prove our love for one another."

With statistics like . . . .

- Over one million girls under 20 get pregnant each year - some only in fifth grade.
- You could fill an average size high school with just the teenage men and women who'll become parents by this time TOMORROW.
- In 1988, 1 out of every 19 teenage females in Colorado became pregnant, with twenty % of these births being their second child.
- In 1989 teens accounted for 30% of all cases of gonorrhea in Colorado.
- twenty % of people with AIDS in Colorado are between 20-29 years old. Because the latency period between HIV infection and the onset of symptoms is ten years, many probably were infected as teens.

What should your decision be?

Reasons for saying NO or abstaining:

- Moral/Religious beliefs
- Prevent pregnancy
- Protects us from sexually transmitted diseases
- Protects us emotionally
- Allow relationship to grow without sex

Ways to stick with your decision:

- Talk with partner
- Don't send mixed messages
- Alcohol or other drugs can make it difficult to stick with your decision
- Spend time with friends in public activities

Activity 2 Name______________________________

____

ABSTINENCE - A SEXUAL DECISION

Directions: Answer the following questions that may help you decide about sex and your feelings about abstinence.

1. Considering your moral and religious beliefs, what are your views about sex before marriage? How would it feel to go against your beliefs?

2. Determine 3 possible advantages to abstaining from sex before marriage.

3. Determine 3 said draw-backs to abstaining from sex before marriage.

4. What are several reasons abstaining from sex might be difficult?

5. What are some lines a person might use to say "NO" to sex?

6. How could your choosing not to abstain affect your life? Your families? Society? The World?

7. What if everyone in our society had your beliefs about abstaining? Explain.

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Sexual Decision Making: Sexually Transmitted Diseases

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. As a review activity, lead students through the activity explained on "STD's: The Facts" worksheet. This can be used to see initially how much the students know about STD's. After approximately 20 minutes, use the activity to lead into a discussion on the topic having students take notes on "The Facts" worksheet.

R/W/CT 2. Have students complete and discuss the "Values Dilemma" worksheet. Reiterate the importance of early detection and honesty.

R/W/V 3. Have students research the various types of sexually transmitted diseases, write up a report and share their findings with the class.

RESOURCES:

1. Colorado Department of Health, 4210 East 11th Avenue, Denver, Colorado 80220-3716. (303) 320-8333.
-call or write for updated statistics on various issues for the state of Colorado
    "Aids: Status in Colorado"
    "Aids Cases by County"
    "You Can Do Something About AIDS"

2. Center for Population Options, Publications Department, 1025 Vermont Avenue, NW, Suite 210, Washington, DC 20005. (202) 347-5700.
    Pamphlet
        -"America's Least Wanted: Sexually Transmitted Diseases"
        -"Adolescents, AIDS and HIV: A Community-wide Responsibility"

Activity 1

STD'S: THE FACTS

Directions: Use the following directions to lead the students through a discussion on STD's. In this first activity it is important that the students come up with the information from their own knowledge base. *Teacher can choose whether or not to allow the students to look in text books.

Supplies:

- Eleven pieces of butcher paper, each titled with one of the following sexually transmitted diseases:
  - Gonorrhea
  - Syphilis
  - Nonspecific Urethritis
  - Trichomoniasis
  - Crabs/Lice/Scabies
  - Vaginitis
  - Herpes
  - Venereal Warts
  - Chlamydia
  - Yeast Infections
  - *AIDS
- Markers, pencils, pens

*some teachers may choose to cover AIDS in a separate section

Activity:

- Lay or hang the sheets throughout the room.
- Give the students approximately twenty minutes to write as much as they know about each of the STD's on the sheets of paper around the room.

Discussion:

- Are there diseases you have never heard of?
- Which do you believe to be the most serious?
- How familiar do you believe society is about these sexually transmitted diseases?
- How important do you believe it is for you to know about sexually transmitted diseases?

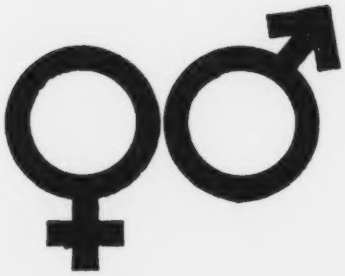
Approximate Time: 1 1/2 - 2 class periods

Activity 1 (Continued) Name ______________________
____

THE FACTS

Directions: Use the information covered in the previous activity and through lecture to fill in the causes, symptoms and treatment of each of the following STD's.

CAUSES	SYMPTOMS	TREATMENT
1. Gonorrhea		
2. Syphilis		
3. Nonspecific Urethritis		
4. Trichomoniasis		
5. Crabs/Lice/Scabies		
6. Vaginitis		
7. Herpes		



Activity 1 (Continued)

8. Venereal Warts

9. Chlamydia

10. Yeast Infections

11. AIDS

Activity 2

Name____________________________

____

VALUE DILEMMA

Directions: Read the following scenario. Complete the value dilemma questions following the story Put yourself in their shoes, how would you feel or what would you do?

Chris has been going with Mary for several months. One night Chris and a few guys go out on the town to score a "quickie." A few days later Chris notices a drip from his penis and it really hurts when he urinates. He figures he may have the clap, but that it may go away. A friend tells him he got it from straining and gives him some pills that he says will cure it. Although he was taking the pills, he still felt sick. If he goes to the clinic, someone he knows might see him and tell everyone, including Mary. If she finds out, that might end a good relationship. Chris doesn't know what he should do.

1. What are all the things Chris could do? (Brainstorm the possibilities.)

2. Decide among yourselves what Chris should do. Decide what you, personally, would do in this same situation.

3. What might happen if Chris doesn't tell Mary? (i.e.: What are the possible consequences of your decision?)

4. Who would you talk to if you had this problem?

5. Would Mary eventually know she may have gonorrhea if Chris doesn't tell her?

Girls: Put yourselves in the situation - You've been going with a guy fairly steadily, but you have gone out on him a few times. You notice pain below your stomach. You get it checked out and discover that you have a STD. You panic. Should you tell your guy or hope that he hasn't gotten it from you? You promise yourself to be more careful if only you didn't have to tell him now.

Remember: **When you sleep with someone, you're sleeping with everyone they've ever slept with. Makes you think, doesn't it!!!**

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Sexual Decision Making/Teen Pregnancy

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/V 1. Have students review three articles in the library covering the topic of teen pregnancy. Have them hand in a summary of the articles and report findings to class.

R/V 2. Use the "Adolescent Sexuality, Pregnancy and Parenthood" information sheet from the Center for Population Options to discuss the issue of teen pregnancy in our society. (*Note - you will want to make sure you continue to send for updated statistics)

W/V 3. Bring in a panel of women, of varying ages, that were teen mothers. (*Note - you may want to include men who were teen fathers) Have them share their personal stories emphasizing the changes it caused in their lives. Prior to the class period, have the students prepare questions for the panel (*Note - the teacher may have the students hand in questions prior to the class period to be reviewed)

W/CT 4. Have students complete "Issues of Teen Pregnancy." Discuss, with students, the options, disadvantages, and the effects a teen pregnancy has on the individual, the family, the society and the world.

R/V 5. If the teacher has available to them Teen Times, "Preventing Teen Pregnancy" and "Tough Guy, Tender Father" articles, have students read and discuss. (see resource section)

6. Watch a video on teen parenting such as "Teen Father." (see resource section)

RESOURCES:

1. Teen Times, December 1986 -"Preventing Teen Pregnancy." A Future Homemakers of America Publication.

2. Teen Times, March/April 1987 -"Tough Guy, Tender Father."

3. Health Department in your city ; Teen Father video (if available).

4. Resource person from Planned Parenthood or local hospital.

5. Current Consumer & Lifestudies, various issues.

6. Center for Population Options, Publications Department, 1025 Vermont Avenue, NW, Suite 210, Washington, DC 20005. (202) 347-5700.
   Fact Sheet
      -"Adolescent Males and Teen Pregnancy"
   Book - 50 pp.
      -"Teen Pregnancy and Too-Early Childbearing: Public Costs, Personal Consequences"

INFORMATION SHEET

The Facts

the Center for Population Options

ADOLESCENT SEXUALITY, PREGNANCY AND PARENTHOOD

The United States bears the unfortunate distinction of having the highest adolescent pregnancy, abortion and birth rates in the developed world. According to recent estimates, 43 percent of all adolescent girls will experience at least one pregnancy before they reach age twenty.[1] Too–early childbearing exposes an adolescent and her baby to health risks, truncated education, and poverty. Teenage childbearing is also expensive. In 1988 alone, U.S. taxpayers spent almost $20 billion to support families started when the mother was a teenager.

Teens Do Have Sex, Don't Use Contraceptives

- The average age of first sexual intercourse is 16.2 for girls and 15.7 for boys.[2] One study found that among inner-city black males the average age of first intercourse is 11.8.[3]
- Approximately one-fourth of 15-year-old girls and one-third of 15-year-old boys have had sexual intercourse.[4,5] Among all adolescents, 77 percent of females and 86 percent of males are sexually active by age 20.[5,6]
- From 1982 to 1988, the percentage of 15- to 19-year-old girls who had ever had premarital sexual intercourse increased from 43 percent to 51 percent.[7]
- On average, girls who are sexually active wait 11.5 months between initiating intercourse and making their first visit to a family planning clinic. 36 percent visit the clinic only because they suspect they are pregnant.[8]
- More than one-fifth of all initial premarital pregnancies occur in the first month after the initiation of sexual intercourse and half occur within the first six months.[9]
- 41 percent of the 15- to 19-year-old girls surveyed in a recent study reported not using contraception at first intercourse, while 29 percent failed to use contraception at last intercourse.[4]
- 75 percent of all unintended teenage pregnancies occur to adolescents who do not use contraception.[10]
- While latex condoms used consistently and correctly are not 100 percent effective in protecting against sexually transmitted diseases (including the human immunodeficiency virus (HIV), which causes AIDS), they provide the best protection available for people engaging in sexual intercourse. According to one survey, only about one-third of sexually active teenagers report using condoms more often than any other method of contraception.[11]

There Are More Than One Million Adolescent Pregnancies Each Year

- More than one million teenage girls become pregnant in the United States each year. That's one out of every ten girls under the age of 20.[12]
- Among all teens ages 15 to 19, the pregnancy rate per thousand girls was 110 in 1985, up from 95 per thousand in 1972.[13] The pregnancy rate among sexually active teens, however, has fallen from 264 per thousand in 1970 to 233 per thousand in 1984, probably due to increased contraceptive use.[1]

References

[1] C.D. Hayes, ed., *Risking the Future. Adolescent Sexuality, Pregnancy, and Childbearing*, National Academy Press: Washington, D.C., 1987.

[2] M. Zelnik and F. Shah, "First Intercourse Among Young Americans," *Family Planning Perspectives (FPP)*, Mar/Apr 1983.

[3] S.D. Clark, L.S. Zabin and J.B. Hardy, "Sex, Contraception and Parenthood: Experience and Attitudes Among Urban Black Young Men," *FPP*, Mar/Apr 1984.

[4] W. Baldwin, "Adolescent Pregnancy and Childbearing: Rates, Trends and Research Findings from the Center for Population Research of the National Institute of Child Health and Human Development" (NICHHD), March 1990.

[5] F.L. Sonenstein, J.H. Pleck and L.C. Ku, "Sexual Activity, Condom Use and AIDS Awareness Among Adolescent Males," *FPP*, Jul/Aug 1989.

[6] National Center for Health Statistics (NCHS), National Survey of Family Growth (NSFG) 1988, special tabulations for the NICHHD.

[7] NCHS, NSFG, 1982 and 1988.

[8] L.S. Zabin and S.D. Clark, Jr., "Institutional Factors Affecting Teenagers' Choice and Reasons for Delay in Attending a Family Planning Clinic," *FPP*, Jan/Feb 1983.

[9] L.S. Zabin, J.F. Kantner, and M. Zelnik, "The Risk of Adolescent Pregnancy in the First Months of Intercourse," *FPP*, Jul/Aug 1979.

[10] C.F. Westoff, "Contraceptive Paths Toward the Reduction of Unintended Pregnancy and Abortion," *FPP*, Jan/Feb 1988.

[11] Louis Harris & Associates, *American Teens Speak: Sex, Myths, TV and Birth Control*, a poll conducted for the Planned Parenthood Federation of America, 1986.

[12] S.K. Henshaw and J. Van Vort, "Research Note: Teenage Abortion, Birth and Pregnancy Statistics: An Update," *FPP*, Mar/Apr 1989.

[13] The Alan Guttmacher Institute (AGI), *Teenage Pregnancy in the United States: the Scope of the Problem and State Responses*, New York, 1989.

[14] NCHS, "Advance Report of Final Natality Statistics, 1987," *Monthly Vital Statistics Report*, Supplement, June 1989.

Information Sheet (Continued)

- There were 472,623 births to teenagers in 1987. Two percent of these were to teens ages 14 and younger, 37 percent were to 15- to 17-year-olds, and 61 percent were to 18- to 19-year-olds.[14]
- Approximately 13 percent of all teenage pregnancies end in miscarriages or stillbirths.[15]
- 42 percent of pregnancies to both white and non-white 15- to 19-year-olds end in abortion, as do 46 percent of pregnancies to teens 14 and younger.[12] Teenagers account for about one-quarter of the total number of abortions performed in the U.S.[16]
- Only 4 percent of unmarried teen mothers put their babies up for adoption.[17]
- 30 percent of teenagers who first give birth at age 16 or younger have a second child within 2 years, compared with 14 percent of women who wait at least until age 22 to have their first child.[18]
- 18 percent of teenagers who gave birth in 1987 gave birth to their second child; 3 percent gave birth to their third.[14]
- Other developed countries have lower teen pregnancy, birth and abortion rates than the U.S. In 1981, the U.S. pregnancy rate was 96 per thousand girls ages 15 to 19. The comparable rates were 45 in England and Wales, 43 in France, 44 in Canada, 35 in Sweden, and 14 in the Netherlands. In the United States, the teenage abortion rate alone is as high as, or higher than, the teenage pregnancy rate in any of these countries.[19]

Pregnant and Parenting Teens Face Health Risks, Academic Failure, and Poverty

- During pregnancy, teenagers are at a much higher risk of suffering from serious medical complications, including anemia, pregnancy–induced hypertension (toxemia), cervical trauma, and premature delivery, than older women.[20]
- The maternal mortality rate for mothers under age 15 is 60 percent greater than for women in their 20's.[20]
- Although prenatal care would help teens to have pregnancy outcomes comparable to those of women in their 20's, teens delay seeking prenatal care, if they seek it at all.[21] 46 percent of teenage mothers do not receive prenatal care during their first trimester, 9 percent do not receive care until their third trimester, and 4 percent do not receive prenatal care at all.[14]
- Infants whose mothers received no prenatal care are 40 times more likely to die during the neonatal stage than infants born to women who received adequate prenatal care.[22]
- Teenage girls who give birth are less likely to ever complete a high school education than their non-parenting peers. At least 40,000 teenage girls drop out of school each year because of pregnancy.[23]
- Only 39 percent of teen fathers receive high school certification by age 20, compared with 86 percent of males who postpone parenting.[24]
- 64 percent of births to teenagers in 1987 were to unmarried teens.[14] Among all women, only 18 percent of unmarried mothers have court orders to receive child support from their children's fathers compared with 74 percent of mothers who have been married.[25]
- At least 60 percent of teenage marriages end in divorce within the first five years.[26]
- Teenage mothers earn about half the lifetime income of women who first give birth in their 20's.[23]
- 70 percent of families maintained by women under age 25 were living below the poverty level in 1987.[27]
- In 1988 alone, the U.S. spent $19.83 billion on Aid to Families with Dependent Children (AFDC), Medicaid and Food Stamp payments to families started when the mother was a teenager.[28] Over half of AFDC payments go to support families begun when the mother was a teenager.[29]

References (Cont'd.)

[15] CPO calculations from S.J. Ventura, S.M. Taffel and W.D. Mosher, "Estimates of Pregnancies and Pregnancy Rates for the United States, 1976-1985," *American Journal of Public Health*, May 1988.

[16] NCHS "Induced Terminations of Pregnancy: Reporting States, 1987," *Monthly Vital Statistics Report*, January 1990.

[17] AGI, *Teenage Pregnancy: The Problem That Hasn't Gone Away*, New York, 1981.

[18] F.L. Mott, "The Pace of Repeated Childbearing Among Young American Mothers," *FPP*, Jan/Feb 1986.

[19] E.F. Jones, et al., *Teenage Pregnancy in Industrial Countries*, Yale University Press: New Haven, 1986.

[20] The National Commission to Prevent Infant Mortality, *Death Before Life: The Tragedy of Infant Mortality: Appendix*, Washington, D.C., 1988.

[21] C. Makinson, "The Health Consequences of Teenage Fertility," *FPP*, May/Jun 1985.

[22] Children's Defense Fund (CDF), *The Health of America's Children*, Washington, D.C., 1988.

[23] CDF, *Adolescent Pregnancy: An Anatomy of a Social Problem in Search of Comprehensive Solutions*, Washington, D.C., 1987.

[24] W. Marsiglio, "Adolescent Fathers in the U.S.: Their Initial Living Arrangements, Marital Experience and Educational Outcomes," *FPP*, Nov/Dec 1987.

[25] CDF, *Adolescent and Young Adult Fathers: Problems and Solutions*, Washington, D.C., 1988.

[26] J.W. Lindsay, *Teenage Marriage: Coping with Reality*, revised edition, Morning Glory Press: Buena Park, CA, 1988.

[27] U.S. Bureau of the Census, Current Population Reports, Series P-60, No.161, *Money Income and Poverty Status in the United States: 1987 (Advance Data from the March 1988 Current Population Survey)*, U.S. Government Printing Office: Washington, D.C., 1988.

[28] Center for Population Options (CPO), *Teenage Pregnancy and Too-Early Childbearing: Public Costs, Personal Consequences*, Washington, D.C., 1989.

[29] M.R. Burt, *Estimates of Public Costs for Teenage Childbearing*, CPO, Washington, D.C., 1986.

Center for Population Options

Center for Population Options
1025 Vermont Ave., NW
Suite 210
Washington, DC 20005
(202) 347-5700

©Center for Population Options
May 1990
Permission is hereby granted to quote or reproduce with credit to CPO.

Activity 4

Name ______________________________

____

ISSUES OF TEEN PREGNANCY

Directions: Read and complete the following questions.

1. In 1988, one out of every nineteen females in Colorado became pregnant. What do you believe are the issues involved in these extremely disappointing statistics? Explain. (Example: peer pressure, birth control knowledge, etc.)

2. What are various disadvantages of becoming a teen parent?

3. How might becoming a teen parent change your life? Your family's lives? Society? The world.

4. With the age at which teens are giving birth lowering and the number of teens giving birth rising, what suggestions might you make that could turn the tables in the opposite directions?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Sexual Decision Making: Sexual Assault

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

V 1. Have students complete "Rape - Not Only Strangers" as pretest. Discuss correct answers.

V 2. Use the information sheets to discuss the issue of teen dating violence and some traits that give warning signs of potential batterers.

R/V 3. Secure copies of "Date Rape: The Story of an Epidemic and Those Who Deny It," "Date Rape: What you Need to Know," and/or "Girls Need More Respect," for discussion on the topic of date rape (see resource section).

V 4. Use the "Dating Bill of Rights" and "Self Protection" as transparencies or information sheets to discuss the issues. Use "Keeping Yourself Safe" to emphasize precautionary methods that may lesson the students chances of becoming a victim of sexual assault.

RESOURCES:

1. "Date Rape: The Story of an Epidemic and Those Who Deny It" by Ellen Sweet. Ms. Campus Times, October 1985, p.p. 56-57, 59, 84-85.
2. "Date Rape: What You Need To Know" by Jenna Zark. Choices, February 1990, p.p. 7-8.
3. "Girls Need More Respect" by Carolyn Hill. Choices, February 1990, p.p. 9-11.

INFORMATION SHEET
TEEN DATING VIOLENCE

- One in Four of the national population is affected by dating violence.
- Caseworkers nationwide are discovering abuse similar to child and wife abuse in dating relationships.
- Abuse towards a partner in marriage began in the dating relationship.
- According to the FBI, 40% of homicides in this country are females murdered by their husbands, live-in lovers or boyfriends.
- Seeds to a violent crisis can be found in the manner in which boyfriends relate to their girlfriends.

THERE ARE THREE TYPES OF ABUSE:

1. Physical abuse or "battering" - any physical contact which hurts, even in "so called" horseplay.
2. Emotional/Psychological abuse - is when you are constantly "put down," constant picking (the way you dress, walk, talk, act, laugh, everything). It takes away your self esteem and you lose confidence.
3. Sexual abuse - this is when your boyfriend pressures you into having sex or forces you against your will.

The sexual part is a major problem, since physical abuse often accompanies it. An example is the pressure for the girl to give in. When it starts, the girl is least likely to notice it. When the girl refuses and tries to push him away, he pins her down - this is rape. It's hard for the girl to believe this guy who was her boyfriend would hurt her in any physical way. Suddenly, this person she felt would protect her, she now needs protection from. What this does is traumatic. It affects her future relationships for a long time with other boys. The girl feels ugly and clumsy. In addition, this actions affects her own body image. She has now very low self esteem. Sexual abuse often happens when the couple has gone out together, he becomes drunk and forces her into having sex. The girl may not think it is rape, but it is.

Activity 1

Name______________________________
____

RAPE: NOT ONLY STRANGERS

Directions: Answer true or false to the following questions by circling the corresponding letter.

T F 1. Rape is a sexual expression of aggression.

T F 2. One out of every three females in this country is sexually assaulted.

T F 3. Sixty percent of those who are raped will be raped by a stranger.

T F 4. Most men who rape will do so again.

T F 5. Mostly careless or provocative women are sexually assaulted.

T F 6. If a woman is drunk she cannot prosecute the man who sexually assaults her.

T F 7. Rape crisis centers report a rise in the number of calls they receive from men who have been raped by other men.

T F 8. People who rape are subject to criminal, civil, and university judicial procedures.

T F 9. Most rape victims get over it within three months.

T F 10. When a woman says no, she may mean yes.

Source: Longmont Coalition For Women in Crisis. Longmont, Colorado, 80501.

Activity 3

Name ______________________________

Date Rape

The Story of an Epidemic and Those Who Deny It

BY ELLEN SWEET

IT WAS THE BEGINNING OF spring break when I was a junior. I was in good spirits and had been out to dinner with an old friend. We returned to his college (dorm). There were some seniors on the ground floor, drinking beer, playing bridge. I'm an avid player, so we joined them, joked around a lot. One of them, John, wasn't playing, but he was interested in the game. I found him attractive. We talked, and it turned out we had a mutual friend, shared experiences. It was getting late, and my friend had gone up to bed, so John offered to see me safely home. We took our time, sat outside talking for a while. Then he said we could get inside one of the most beautiful campus buildings, which was usually locked at night. I went with him. Once we were inside, he kissed me. I didn't resist, I was excited. He kissed me again. But when he tried for more, I said no. He just grew completely silent. I couldn't get him to talk to me any more. He pinned me down and ripped off my pants. I couldn't believe it was happening to me...

Let's call this Yale graduate Judy. Her experience and her disbelief, as she describes them, are not unique. Gretchen, another student victim of date rape (or acquaintance rape, as it is also called), had known for five years the man who invited her to an isolated vacation cabin and then raped her. "I considered him my best friend," she says on a Stanford University videotape used in discussions of the problem. "I couldn't believe it. *I couldn't believe it was actually happening to me.*"

Such denial, the inability to believe that someone they know could have raped them, is a common reaction of victims of date rape, say psychologists and counselors who have researched the topic and treated these women. In fact, so much silence surrounds this kind of crime that many women are not even aware that they have been raped. In one study, Mary P. Koss, a psychology professor at Kent State University, Ohio, asked female students if they had had sexual intercourse against their will through use of or threat of force (the minimal legal definition of rape). Of those who answered yes, only 57 percent went on to identify their experience as rape. Koss also identified the other group (43 percent) as those who hadn't even acknowledged the rape to themselves.

"I can't believe it's happening on our campus," is usually the initial response to reports such as Koss's. She also found that one in eight women students had been raped, and another one in four were victims of attempted rape. Since only 4 percent of all those reported the attack, Koss concluded that "at least ten times more rapes occur among college students than are reflected in official crime statistics." (Rape is recognized to be the most underreported of all crimes, and date rape is among the least reported, least believed, and most difficult to prosecute, second only to spouse rape.)

Working independently of Koss, researchers at Auburn University, Alabama, and more recently, University of South Dakota and St. Cloud State University, Minnesota, all have found that 1 in 5 women students were raped by men they knew.

Koss also found a core group of highly sexually aggressive men (4.3 percent) who use physical force to compel women to have intercourse but who are unlikely to see their act as rape. These "hidden rapists" have "oversubscribed" to traditional male roles, she says. They believe that aggression is normal and that women don't really mean it when they say no to sexual advances. Such men answer "True" to statements like "most women are sly and manipulating when they want to attract a man," "a woman will only respect a man who will lay down the law to her," and "a man's got to show the woman who's boss right from the start or he'll end up henpecked."

In Koss's current study, one respondent who answered yes to a question about obtaining intercourse through physical force, wrote in the comment, "I didn't rape the chick, she was enjoying it and responding," and later, "I feel that sex is a very pleasant way to relieve stress. Especially when there are no strings attached."

"He acted like he had a right, like he *didn't believe me*," says a coed from Auburn University on a videotaped dramatization of date rape experiences. And several weeks later, when she confronts him, saying he forced her, he says no, she wanted it. "You raped me," she finally tells him. And the picture freezes on his look of incredulity.

Barry Burkhart, a professor of psychology at Auburn, who has also studied sexual aggression among college men, found that 10 percent had used physical force to have intercourse with a woman against her will, and a large majority admitted to various other kinds of aggression. "These are ordinary males operating in an ordinary social context,"

Activity 3 (Continued)

GINA FRESCHET

he says. "So what we conclude is that there's something wrong with that social context."

The something wrong is that our culture fosters a "rape supportive belief system," according to social psychologist Martha Burt. She thinks that "there's a large category of 'real' rapes, and a much smaller category of what our culture is willing to call a 'real' rape. The question is, how does the culture manage to write off all those other rapes?" The way it's done, says Burt, currently director of the Social Services Research Center at the Urban Institute in Washington, D.C., is by believing in a series of myths about rape, including:

It didn't really happen (the woman was lying);

Women like rape (so there's no such thing as rape);

Yes, it happened, but no harm was done (she wasn't a virgin; she wasn't white);

Women provoke it (men can't control themselves);

Women deserve it anyway.

It's easy to write off date rapes with such myths, coupled with what Burt calls our culture's "adversarial sexual beliefs": the gamesmanship theory that everybody is out for what they can get, and that all sexual relationships are basically exploitive and predatory. In fact, most victims of date rape initially blame themselves for what happened, and almost none report it to campus authorities. And most academic institutions prefer to keep it that way, judging from the lack of surveys on date rape—all of which makes one wonder if they don't actually blame the victim, too.

As long as such attacks continue to be a "hidden" campus phenomenon, unreported and unacknowledged by many college administrators, law enforcement personnel, and students, the problem will persist. Of course, the term has become much better known in the three years since *Ms.* reported on the preva-

Activity 3 (Continued)

administration. "There are no full statistics available on rape between students at Yale anywhere.... There is no mention of rape in the 1983-1984 Undergraduate Regulations. There is no procedure for a victim to file a formal complaint of rape with the university. But there is rape between students at Yale," wrote Sarah Oates in the *Yale Daily News*. Partly in response to such charges, current Yale undergraduate regulations now list "sexual harassment" under "offenses that are subject to disciplinary action"—but still no mention of rape.

Yale students brave enough to bring a charge of sexual harassment may go before the Yale College Executive Committee, a specially convened group of faculty, administrators, and students that can impose a series of penalties, graduated in severity, culminating in expulsion. All its hearings and decisions are kept secret (but can in theory be subpoenaed in a court of law). But Michael McBride, current chair of the committee, told me that cases of date rape have come up during the past year, leading in one instance to a student being asked to "resign" from the university, and in another, the conclusion that there was not "sufficient evidence." (In Judy's case, described at the beginning of this article, the senior she charged was penalized by being denied the privilege of graduating with his class. But she claims that after he demanded that the case be reconsidered, he was fully exonerated.) Said McBride, "What surprised me the most was how complicated these cases are. It's only one person's word against another's. It's amazing how different their perceptions can be."

Judy chose to take her case before the Executive Committee rather than report it to the local police, because she felt she would have complete confidentiality and quick action. Actually, there were many delays. And then, because the man she accused hired a lawyer, she was forced to hire one too. As a result, the meeting felt very much like a jury trial to her, complete with cross-examinations that challenged her truthfulness and raised excruciatingly embarrassing questions.

Judy's lawyer felt that such painful questions were necessary. But it seems as if the lesson feminists in the sixties and seventies worked so hard and successfully to make understood—not to blame the victim for stranger rape—is one that will have to be learned all over again in the case of acquaintance rape. Only this time, the woman who reports the rape suffers a triple victimization. Not only is she attacked and then not believed, but she carries the added burden of losing faith in her own judgment and trust in other people.

In a recently published study of jurors in rape trials, University of Illinois sociologist Barbara Reskin found that jurors were less likely to convict a man if the victim knew him. "Consent is the preferred rape defense and gets the highest acquittal rates," Reskin observes. "In a date rape situation, I would think the jury would assume that the woman had already accepted his invitation in a romantic sense. It would be a matter of how *much* did she consent to."

Personal characteristics also influence jurors, Reskin says. Those she studied couldn't imagine that certain men would commit a rape: if they were attractive, had access to sexual partners such as a girlfriend or a wife. More often than not, they'd say, "But he doesn't look like a rapist." Reskin imagines that this pattern would be "magnified in date rape, because these are men who could get a date, they're not complete losers."

It may turn out that solutions to the problem will turn up at places with a less genteel image to protect. Jan Strout, director of Montana State, Women's Resource Center, wonders if schools such as hers, which recognize that they are dealing with a more conservative student body and a "macho cowboy image," aren't more willing to take the first step toward acknowledging the problem. A group called Students Against Sexual Assault was formed there two-and-a-half years ago after several students who were raped or resisted an attempted rape "went public." With men and women sharing leadership, this group is cosponsored by the Women's Resource Center and the student government.

Admitting to the problem isn't easy even when data is available, as doctoral student Genny Sandberg found at University of South Dakota. Last spring, she announced the results of a dating survey she coauthored with psychologists Tom Jackson and Patricia Petretic-Jackson. The most shocking statistic: 20 percent of the students (most from rural backgrounds and living in a rural campus setting) had been raped in a dating situation. The state board of regents couldn't believe it. "I just think that that's absolutely ridiculous," former regent Michael Rost said, according to the Brookings *Daily Register*, "I can't believe we would allow that to occur. If it is true, it's a very serious problem." Regent William Srstka agreed, "If this is true it's absolutely intolerable."

Following testimony by one of the researchers, the board changed its tune. Members are now discussing how to begin a statewide education and prevention program.

Activity 3 (Continued)

An inspiring example of how an administration can be led to new levels of consciousness took place at the University of Michigan earlier this year. Spurred by an article in *Metropolitan Detroit* magazine, a group of students staged a sit-in at the office of a university vice-president who had been quoted as saying that "Rape is a red flag word.... [The university] wants to present an image that is receptive and palatable to the potential student cohort," and also that "Rape is an issue like Alzheimer's disease or mental retardation [which] impacts on a small but sizable part of the population.... Perhaps it has to become a crisis that is commonly shared in order to get things done."

The students who spent the entire day in Vice President Henry Johnson's office claimed that rape had already become a crisis on their campus. They presented a list of 12 demands, ranging from a rape crisis center on campus to better lighting and installation of outdoor emergency phones. By the end of the day, Johnson had started to change his mind. Although he insisted that he had been misquoted and quoted out of context in the press, he told me that "I did not realize [before that] acquaintance rape was so much of a problem, that it was the most prevalent type of rape. There is a heightened awareness now on this campus. Whether we as a faculty and administration are as sensitive as we should be is another issue—and that will take some time."

In the meantime, members of the Michigan Student Assembly Women's Issues Committee (one of the groups active in organizing the protest) took their demands before the school's board of regents. The result: a $75,000 program for rape prevention and education on campus, directly reporting to Johnson's office. "We'll now be in a position to document the problem and to be proactive," says Johnson. Jennifer Faigel, an organizer of the protest, acknowledges a change in the administration's awareness but says the students themselves, disappointed in the amount of funding promised for the program, have already formed a group (Students Organized Against Rape) to develop programs in the dorms.

In just the three years since *Ms.* first reported on date rape, several new campus organizations have sprung up and other ongoing programs have surfaced. (See "Resources.")

But the real measure of a school's commitment to dealing with this problem is the range of services it provides, says Mary Harvey, who did a nationwide study of exemplary rape programs for the National Center for the Prevention and Control of Rape. "It should have preventive services, crisis intervention, possibilities for long-term treatment, advocacy, and women's studies programs that educate about violence. The quality of a university's services to rape victims can be measured by the degree to which these other things are in place."

Minimally, rape counselors and educators feel, students need to be exposed to information about date rape as soon as they enter college. Studies show that the group most vulnerable to acquaintance rape are college freshmen, followed by high school seniors. In Koss's original survey, for example, the average age of the victim was 18.

"I'd like a program where no first-year students could finish their starting week at college without being informed about the problem of acquaintance rape," says Andrea Parrot, a lecturer in human service studies at Cornell University, who is developing a program to train students and dorm resident advisers as date rape awareness counselors. Parrot and others admit that this would be a bare minimum. Handing out a brochure to read, even conducting a workshop on the subject during the busy orientation week and counting on students voluntarily attending, needs to be followed up with sessions in dormitories or other living units. These are the most common settings for date rapes, according to a study by Parrot and Robin Lynk.

So how do we go about changing attitudes? And how do we do it without "setting student against student?" asks Gretchen Mieszkowski, chair of the Sexual Assault Prevention Committee at the University of Houston/Clear Lake. Chiefly a commuter campus, with a majority of married women students, Clear Lake nevertheless had 17 acquaintance rapes reported to the local crisis hot line last year. "We had always focused on traditional solutions like lighting and escort services at night," Mieszkowski says. "But changing lighting in the parking lot is easy; it's only money."

Many who have studied the problem of rape education believe it has to begin with college-age women and men talking to each other more frankly about their beliefs and expectations about sex. Py Bateman of Alternatives to Fear thinks it has to start earlier, among teenagers, by developing rudimentary dating skills at the lower end of the sexual activity scale. "We need to learn more about holding hands than about sexual intercourse."

Bateman continues: "We've got to work on both sides. Boys don't know what they want any more than girls do. The way our sexual interaction is set up is that boys are supposed to push. Their peers tell them that scoring is what counts. They're as divorced from intimacy as girls."

Gail Abarbanel of the Rape Treatment Center at Santa Monica Hospital agrees. Her center conducts educational programs for schools in Los Angeles County. In a recent survey of more than 5,000 teenagers, she found a high degree of misconception and lack of information about rape: "Most boys say yes to the question, 'If a girl goes back to a guy's house when she knows no one is home, is she consenting to sex?' And most boys believe that girls don't mean no when they say it."

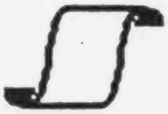
Women clearly need to get more convincing, and men clearly need to believe them more. But until that ideal time, Montana State's Jan Strout warns, "Because men have been socialized to hear yes when women say no, we have to scream it."

Ellen Sweet is a "Ms." editor who coordinated the "Ms." Magazine Campus Project on Sexual Assault.

Source: "Date Rape: The Story of an Epidemic and Those Who Deny It" by Ellen Sweet. Ms./Campus Times. Copyright © 1985. October, p.p. 56-57, 59, 84-85.

Activity 4

DATING BILL OF RIGHTS



1. I have the right to make decisions and to act in the way that is best for me.

2. I have the right to make a request.

3. I have the right to say no to a request, including a request for physical closeness.

4. I have the right to change my mind and my goals whenever I want.

5. I have the right to have and spend time with male and female friends outside of my dating relationship.

6. I have the right to feel safe at all times.

7. I have the right to be appreciated for who I am and to decide myself what, if anything, I want to change about myself.

8. I have the right not to be physically, emotionally, or sexually abused at any time.

9. I have the right to talk with other people about my dating relationship, including asking for help from friends, adults or agencies.

10. I have the right to choose to go somewhere alone without having to pair up with someone.

11. I have the right to say "I want to know you better before I become involved" or "I don't want to be in this relationship any longer."

Activity 4 (Continued)

SELF PROTECTION

1. You have the right to set sexual limits. This is different for each of us, and it is your right to decide what you want to do and not do sexually.

2. Communicate those limits -- verbally. Say no when you mean no. Say yes when you mean yes.

3. Trust your gut feelings. If something feels wrong, you're probably right.

4. Pay attention to behavior that doesn't seem right. People sitting or standing too close, staring at you, grabbing you. Pay attention to people who are speaking to you, looking or touching you in a way that makes you feel uncomfortable. And, very importantly, someone who disregards what you say (like "NO"), or doesn't respect your opinions or values.

5. Be assertive. Stand up for yourself and communicate your feelings clearly. Don't give a mixed message. Saying no and giggling is a mixed message. Get angry when someone does something you don't want. It's OK to be mad if someone is pressuring you sexually.

Activity 4 (Continued)

KEEPING YOURSELF SAFE

1. On a date with someone you don't know very well yet:
    - use your own transportation
    - have your own money
    - meet in a public place
    - double date with friends you know well
    - be sure you know your date's last name and phone number
    - let someone else know who you are with, where you are going and when you will be home
    - be responsible with decisions about alcohol use
    - most of all, TRUST YOURSELF -- if you feel uncomfortable, leave the situation

2. At home:
    - keep doors and windows locked; don't open the door to strangers or people you don't know well
    - don't give information about yourself, your schedule or your home to someone you don't know on the phone
    - know your neighbors
    - don't keep secrets for anyone
    - TRUST YOURSELF --if you are uncomfortable, it's not OK

3. In the community:
    - be aware of your surroundings so that you can be alert to danger
    - lock your car doors when you drive; keep car doors locked when parked
    - at night, walk with someone and/or on lighted routes
    - have your keys ready so you can get in the car quickly
    - check the back seat

4. In an intimate relationship:
    - don't believe any violence will just go away
    - be very honest with yourself about what is happening
    - TRUST YOURSELF --if you feel afraid or uncomfortable, it's not OK
    - does you date have any of these characteristics?:
        - bad temper; takes anger out on objects, like slamming doors, punching walls etc.
        - excessive jealousy
        - heavy drinking/drug use especially as a way to demonstrate power/manhood
        - always has to be right; no room for different opinions
        - cruel to animals
        - frightens you
        - pushes relationship too far too soon
        - fascinated by weapons
        - too physical; do you have to hide bruises/marks?
        - pressures you to disobey parents or do thing you don't want to do

Activity 4 (Continued)

5. In general:
   - be assertive about what you want, what you need, and what makes you comfortable/uncomfortable
   - you don't have to be polite if you feel uncomfortable
   - it's better to have people think you are overly cautious than to be assaulted
   - TRUST YOURSELF -- you can tell when something is not right
   - rely on friends and adults for help

ANSWER KEY

ACTIVITY 1
Rape: Not Only Strangers

1. True
2. True
3. False
4. True
5. False
6. False
7. True
8. True
9. False
10. False

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Sexual Decision Making: Abortion

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/V 1. Hand out "Abortion Information" Sheet. Lead discussion of the topic.

2. Invite a speaker from Planned Parenthood, local nurse or other knowledgeable person on the topic of abortion. (*Note -- Find out the views of the person asked to speak. This is a touchy subject that may cause problems if presented as a lesson on morals. The aim should be more information based.) Have students prepare questions prior to class.

R/W/V 3. Have students do research on the laws that govern the abortion issue by studying various court cases dealing with the topic. Students write up a summary of the information found and share findings with classmates.

W/V/CT 4. Cut apart the "Roles For Discussion On Abortion" sheet and give one role to each student. Using the explanation sheet provided, introduce the activity (Talk Show) All students should be required to participate. After each scenario has been presented and each students has participated, draw conclusions regarding the attitudes portrayed by the various guests. Have students write a short paragraph explaining their beliefs. The students should included, where they developed these beliefs, why they hold them, and how they live their lives because of them. (*Note - Assure the students that their writing assignment will be kept confidential.)

V/CT 5. An additional way to use activity 4 might be to have the students divide into two circles. The teacher reads the situations on "Roles For Discussion On Abortion" sheet. Have each circle of students discuss their views, and opinions. They should be able to explain why they feel the way they do.

R/V 6. Hold a debate on the issue of abortion. Have students research and be prepared to debate both sides of the issue.

W/CT 7. Have students complete "Abortion: When Is It Right?" Discuss as a class various situations and whether the students opinions change.

RESOURCES:

1. Speaker from Planned Parenthood or a local nurse.

2. Center for Population Options, Publications Department, 1025 Vermont Avenue, NW, Suite 210, Washington, DC 20005. (202) 347-5700.
   Guide
   - "Adolescent Abortion and Parental Involvement Laws: Encouraging Communication or Conflict?"
   - "Adolescents and Abortion: Choice in Crisis"

INFORMATION SHEET
ABORTION

Definition: Abortion is the loss of the products of conception.

Spontaneous- body looses the pregnancy for various known or unknown reasons (the pregnancy may not be progressing well, there may be abnormalities of the uterus, defects in the growing zygote, infection, weak cervix, cervix dilates too early).

Induced- medically removing the products of conception (reasons may be that the pregnancy is unwanted because: female is unmarried, result of incest, rape, older married female past age desiring children, genetic problems of parents, malformed fetus).

The Law: In 1973 the U.S. Supreme Court ruled during the first 3 months (first trimester) a woman has the right to have an abortion from a licensed physician without interference from the state (neither a woman's husband, boyfriend, or parents may veto the decision).

*4-6 months (second trimester) the decision is still up to the woman and physician.

*7-9 months (last trimester) after 20 weeks the state may prohibit abortion except in cases where the life or health of the mother is in danger.

Methods:

Morning After Pill - DES (diethylstilbestrol) high dose of estrogen, highly effective if taken within 72 hours after intercourse - preferably 12-24 hours after, given in high doses twice a day for 5 days. Emergency Treatment Only. Causes the loss of the lining of the uterus and nausea, high bleeding, blood clotting risks accompany (if not successful) and a woman remains pregnant there is concern over the possibility of female offspring having high incidence of cervical cancer.

Menstrual extraction - No dilatation of the cervix, used when embryo is very small, 2 weeks after missed period, pregnancy test may be positive, use suction - may not terminate the pregnancy - removes the lining of the uterus - used close to the time of the usual cycle.

D and C - (dilatation and curettage) - usually done up to 12 weeks, dilate and curette or scrape the uterus to remove lining and pregnancy is also done for infections and menstrual infections not associated with pregnancy (methods used to dilate the cervix generally are: use of laminaria, inserted the night before or a series of tubes, each larger than the previous).

Suction - suction and vacuum to remove the lining and pregnancy, usually done up to about 8 weeks.

Saline or Salting Out - remove some of the amniotic fluid and replace with saline solution and/or prostaglandins which stimulate the smooth

Information Sheet (Continued)

muscle (uterus) to contract and begin labor, so that a dead fetus is delivered - usually done about 16-20 weeks.

Hysterotomy - like a C section done later in pregnancy - rare - probably used only to save the life of the mother.

Complications: Too many may destroy the lining and affect ability to carry a wanted child, perforation of the uterus (rare) infection - usually antibiotics given for hemorrhaging.

Activity 4

ROLES FOR DISCUSSION ON ABORTION

1. You are 22, unmarried, living on your own and supporting yourself. Three years ago you had an abortion. Your parents knew about it and supported you in your decision. You paid for it yourself and could not have afforded the bills for delivery, etc. The father of the child broke up with you about three months after the abortion. You had a suction abortion done by a female doctor. It required four visits to the doctor and was done in the office: 1. pregnancy test and discussion about options, 2. signing of papers and insertion of laminaria, 3. actual abortion, 4. follow-up check and discussion. You felt relief after the abortion and looking back, there is no way you could have handled a baby and being a parent. After the abortion, during the follow-up, the doctor prescribed the pill for a contraceptive and you have been on it since. The old boy friend is now married to someone else and a parent already. You want to be married and have kids someday, but you are not yet ready for either.

2. You are a 36 year old mother of four children. At 32, when all of children were in school, you went back to school and you are now a C.P.A. Several months ago you discovered you were pregnant. You were on an IUD at the time. You and your husband labored long and hard about the pregnancy. The IUD was removed but it did not disturb the pregnancy. You had an amniocentesis done at about 14 weeks of pregnancy and a few weeks later it was determined that the child had Downs Syndrome - an aberration of the chromosomes with an extra chromosome 21. This causes several abnormalities, including retardation. You decided on the abortion. At this state of the pregnancy (about 18 weeks) the doctor did a saline abortion which had to be done in the hospital. You carry a great sorrow but realize for you all, this was the best decision.

3. You are a Right to Life supporter. You help counsel pregnant teenagers and think that too many people take an easy way out by using abortion. You think that it is immoral and like murder to take a growing human life at any time. To you, life begins at conception. Your approach is not to make pregnant females feel guilty and bad, but to feel loved and supported. You hope to help families resolve the matter in a way that gives a good chance for the baby to have the best life possible. Through the Birthright organization, you help girls with financial needs, baby clothes and such, as well as emotional support.

4. Your girlfriend broke up with you when she became pregnant. You are 18 and not ready for marriage, but you believe that she was wrong to have an abortion. Because you believe she killed your child, you were not willing to help pay for the abortion. You would, however, have helped pay for the delivery and would have liked to keep the baby. Your mother was willing to help take care of it. You believe the law should require both mother's and father's signatures to have an abortion.

5. You are 37 and the proud new mother of a two-month-old adopted daughter. You and your husband waited seven years for this child. Though you do not think that other young women owe it to you to carry and give up their babies for you just because you cannot have a child, you do believe that it is wrong to take the life of a child. You believe that every child should gave a chance to live, grow and develop and that there are many, many couples waiting for children with lots of love and caring to give.

Activity 4 (Continued)

6. Your 13-year-old daughter was involved with a 20-year-old man behind your back and got pregnant. There was no way you would allow her to go through the trauma, at 13, physically and emotionally, of carrying a baby full term. You encouraged, supported and paid for the abortion. You believe the abortion was not nearly as traumatic as going through the pregnancy and delivery would have been.

7. You recently saw a girl you went to junior high school with. She was always less attractive and very overweight. She dropped out of school during her sophomore year. She came from a home where her mother was not married, but lived with a man who was on a back disability and unemployed. You remember that the old school mate used to complain that the mother's boyfriend yelled at her a lot and her mother was gone a lot. The old school mate showed you her five-month-old baby boy. She is unmarried and sharing a mobile home with a young couple. She is living on welfare and does not intend to have a job, but just wants to take care of the baby. The baby is about 10 pounds underweight and looks tiny and frail. To you it appears like a "failure to thrive" child. The old school mate is excited about the baby and looks at him as her possession saying "Can you believe this is mine or that I really have a baby?" You think the baby is pretty deprived and the mother tells you he has a hole in his heart that will need surgery before the child is a year old. You wonder if it would have been better for the child, the mother, and their future if the child could have been aborted. You think the cycle will continue. It will be detrimental to the child and to society, healthwise, financially, and lifestyle wise.

Activity 4 (Continued)

TALK-SHOW EXPLANATION SHEET

Directions: After covering the information provided on the information sheet, cut apart and assign each student to a different role. Use the following information to lead the students through a role play activity. Using the scenarios provided, enact each one of the situations and discuss.

INTRODUCTION:
We live in a complicated society where there are many different backgrounds and lifestyles. There are many different beliefs concerning behavior and what is right and wrong. We have to make decisions for ourselves and be sure about the way we want to live our lives. One of the most heated issues in our society today revolves around attitudes concerning a human life and the issue of abortion. We have already clarified information concerning the topic. Think a moment about what we learned about the (secure a statement about each of the following):

Definition
Law
Most Common Methods
Complications If Done and If Not Done

ACTIVITY:

- Now think for a moment what you believe about the issue.
- No doubt there are as many different attitudes as there are people.
- Let us examine some various attitudes through a class role play. Several of you have been given roles and asked to prepare. You will be playing those roles as an expert or a member of the audience today. As a direct participant or an audience participant your role today is to identify some of the various attitudes portrayed and to think of others not portrayed. I want you also to be able to clarify your own beliefs.
- Situate students and begin the enactment.

ROLE PLAY/ CAROL DONAHUE SHOW (utilize any other talk show host):

- Welcome to the Carol Donahue Show. We are privileged today to have several experts with us who will be sharing their view, experiences, and expertise concerning a timely topic, that of the abortion issue.
    - Have first three "Guests" (three chosen to role play) come to the front of the room to speak.
    - Solicit experiences, comments, and questions from the audience.

CLOSE: Process and draw conclusions:

- Let us identify and discuss some of the attitudes portrayed (list on the board). Are there other attitudes not portrayed?
- Have the students write a short paragraph explaining their beliefs on the issue of Abortion. Why do you believe as you do? How do you live your life because of this belief? (Keep students paragraphs confidential.)

Activity 7

Name ______________________________

____

ABORTION: WHEN IS IT RIGHT?

Directions: Read the following personal situations and determine whether or not you believe abortion would be the solution. Explain your answer. In addition, put a * by each situation that questions your moral beliefs. Complete the questions following.

1. A fourteen year old incest victim:

2. An 18 year old rape victim:

3. A 25 year old with a 2 month old baby:

4. A 45 year old that may die if she gives birth:

5. An 11 year old (believe it or not it has happened):

6. A 39 year old that has found out the baby will be retarded:

7. A 22 year old crack (drug) addict:

* * *

8. Which of the situations caused you the most mixed feelings about for the future of the fetus?

9. Who/what has had the major impact on your personal beliefs on this topic?

10. How would society be different if all had the beliefs you do?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Communication

LESSON: Roadblocks to Communication

PROCESS SKILLS: The student will:

1. Assess how communication affects relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V 1. Use the worksheet "Communication Roadblocks" and have students divide into groups to role play each of the situations. Discuss the communication roadblocks apparent in each situation. Also, look back at the transparency from section R-II-A-1a - Information section.

R/W 2. Have students answer the questions to the situations on the worksheet "Communication at the Workplace." Discuss the types of roadblocks present in each of the situations.

W 3. Have students write about a situation that happened to them recently that involved a roadblock to communication. What was the situation? What happened? How might the situation have been different had a roadblock not been present?

BACKGROUND INFORMATION
COMMUNICATION ROADBLOCKS

People can block communication in five basic ways without even knowing that they are doing it. Their behavior keeps messages from getting through the communication process.

1. **Pacify** - trying not to make anyone angry. Avoid stating their honest views simply to please others. Sometimes called "yes" people because they always agree. They rarely disagree because they are afraid others will reject them.

2. **Gripe** - blocks communication by complaining. Listeners get tired of hearing complaints and stop receiving the message being communicated. Gripers often act like they are better than others because they want to be in control. They may try to feel better about themselves by complaining and blaming others.

3. **Distract** - blocks communication by saying or doing something that has nothing to do with the subject at hand. They act as if they are not aware that another topic is being discussed. People soon get tired of distractions, just as they get tired of griping. If distractors keep disturbing others, people will soon ignore them. Sometimes people think distractors are scatterbrains or troublemakers. But this is not always the case. Some people distract just to get attention.

4. **Calculate** - people who calculate do not allow feelings to affect their communication. They are always logical. They do not allow themselves to become involved. This prevents people from sending clear messages or building relationships. These people are hard to get to know, they tell the facts, but they do not share feelings. They may be afraid of being rejected by friends. They prefer loneliness to rejection.

5. **Prejudice** - judge others before they get to know them. Prejudiced people cannot send clear messages. Their biased feelings cause them to send biased messages. Perhaps they are afraid of the unknown.

6. **Distracted** - does not give full attention. Other things like the newspaper, television, radio, etc. distract them. They miss the point of the communication because they were not listening.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Introduction

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V/CT 1. As an introduction to contemporary issues, cut pictures from magazines that represent contemporary issues in the lives of the students. Laminate the pictures and cut into puzzle pieces. Divide the students into groups and have them put the puzzles together to reveal the issue. Briefly discuss, then have students complete the "Teens Speak" worksheet.

W/CT 2. The "Teen Issues" worksheet may be used to determine current events. The students are to determine issues, facts about them, preventive measures and resources they might go to for information or assistance.

3. Guest speakers from the community may be utilized to cover the various topic areas. You may have students take notes as the guest is talking and prepare questions prior to the visits.

Activity 1

Name____________________

____

TEENS SPEAK

Directions: Complete the following discussion questions after determining the issue displayed in the puzzle you completed. Be prepared to discuss your answers.

1. What issues, concerns, topics, or thoughts come to mind from your picture puzzle that relate to teenagers?

2. List five family issues facing teens today.

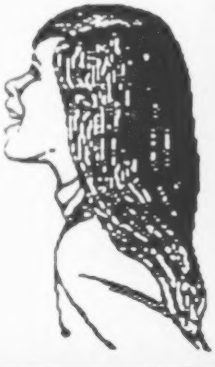
3. What kinds of problems do these issues cause the family? Society?

4. List five personal issues facing teens today.

5. What types of problems do these problems cause the individual? Family? Society?

6. What are five things you believe teens want for their lives in the next five years?

7. What are five things you believe teens want for their lives in the next 25 years?



Activity 2

Name________________________________

____

TEEN ISSUES

Directions: Determine five teen issues. List five facts concerning each teen issue. For each written fact, list one preventive measure for self and/or family members. List different community resources available for help.

ISSUE	FACTS	PREVENTIVE MEASURE	COMMUNITY RESOURCES

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Rights and Responsibilities.

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/CT 1. Share the statistics from the Colorado Department of Education. Discuss how the rights of teens cause some of these figures to escalate, how the statistics are higher than desired, and how statistics might be different if teens thought more about the responsibilities to themselves, their families and society. Use "Rights and Responsibilities" worksheet to discuss the issues.

2. Utilize community members that can share different views about the rights and responsibilities of teens. In addition, items from the Law section may be utilized.

Activity 1

Colorado Ready Stats

Colorado Youth At Risk

Sexual Intercourse

- 58% of 1,851 Colorado in-school adolescents surveyed reported having had sexual intercourse with at least one person and 23% report having had four or more partners.[1]
- 81% of adolescents surveyed in Colorado residential treatment and juvenile detention facilities reported having had sexual intercourse with at least one person, and 68% reported having had four or more partners.[2]
- 44% of out-of-school youth and 7% of the in-school youth surveyed were 12 years old or younger when they first had sexual intercourse.[2,1]

Teen Pregnancy

- In 1988 8,779 teen pregnancies resulted in 5,686 live births to females aged 13-19 in Colorado.[10]
- In 1988 1 out of every 19 teenage females in Colorado became pregnant.[10]
- In 1988 20% of all births to Colorado teens were their second child.[10]
- Average fertility rates between 1980 and 1987 for adolescents aged 10-14, are over 9 times higher for blacks and 5 times higher for Hispanics than for Whites.[13]

Substance Abuse

- 12-17 year olds who smoke daily are 100 times more likely to use marijuana than those who don't smoke, and 32 times more likely to use cocaine.[5]
- 94% of Colorado students have used alcohol by the time they reach 12th grade.[6]
- 62% of students in Colorado have used cigarettes and 48% have used marijuana by the time they reach 12th grade.[6]
- 41% of 12th graders in Colorado said they had been drunk at least 1-2 times in the last 30 days; the same percentage said they had passed out while drinking.[6]
- 20% of the out-of-school youth and 3% of the in-school students surveyed in Colorado said they had injected illegal drugs. 6% of the out-of-school youth said they had shared needles.[2,1]

HIV Infection/AIDS

- An estimated 1 million Americans are infected with HIV - the virus that causes AIDS. In Colorado an estimated 20,000 people are infected.[7]
- In the past five years 4,792 people in Colorado have tested positive for HIV.[7]
- 20% of people with AIDS in Colorado are between 20-29 years old. Because the latency period between HIV infection and the onset of symptoms is ten years, many probably were infected as teens.[7]

Other STD's

- In 1989 teens accounted for 30% of all cases of gonorrhea in Colorado.[7]
- In 1989 teens accounted for 20% of all cases of early syphilis in Colorado.[7]

Knowledge and Attitudes About HIV Infection/AIDS

- More than half of Colorado students surveyed believe a person can become infected with HIV from an insect bite.[1]
- More than 50% of Colorado adolescents surveyed believe a person can become infected with HIV by donating blood.[1]
- 20% of out-of-school youth and 10% of in-school youth surveyed believe HIV infection can be prevented by using birth control pills.[2,1]
- Over 90% of both in-school and out-of-school adolescents surveyed believe they should be taught about HIV infection.[1,2]

Homeless Youth

- Of 1,245 homeless children and youth, reported by shelter providers to be living in Colorado, only 688 are attending school.[8]
- In Colorado 442 preschool children and 463 elementary aged children are without homes. At least 340 middle and high school aged youth in Colorado are without homes. The number of homeless youth is thought to be underreported due to runaway youth and "hidden homeless".[8]

Out-of-School Youth

☐ 11,456 Colorado students dropped out of grades 7-12 in the 1988-89 school year.[9]

☐ 27% of the 11,456 students who dropped out during the 1987-88 school year returned for the 1988-89 school year.[9]

☐ During 1988-89, dropout rates for American Indian, Hispanic and Black 10-12th grade student groups were more than twice the dropout rate for White students.[9]

Suicide

- In 1988 49 young people aged 5-20 in Colorado took their own lives.[10]
- Nationally, and in Colorado, suicide is the second leading cause of death among 15-24 year olds.[11, 10]
- Nationally, an estimated one-third of all teen suicides are commited by gay and lesbian youth.[11]

Personal Violence

- In a nationwide survey, 29% of respondants said they had been sexually abused before they were 18 years old. (23% of the females and 16% of the males.)[12]
- 1,167 incest reports and 703 third party sexual abuse reports were confirmed in 1989 for Colorado children and adolescents aged 3-17 years.[3]
- In 1989 5,504 reports of child abuse and neglect in Colorado were confirmed, which involved 7,224 victims.[3]

References

1. Centers for Disease Control, *Morbidity and Mortality Weekly Report (MMWR)*, Vol.39, No.23, June 15, 1990. (Excludes Denver Public Schools)
2. Colorado Department of Education, *HIV/AIDS Surveillance Report - Out-of-School Youth*, October 1989.
3. Colorado Department of Social Services, "Detail of Confirmed Reports in Different Age Groups, Table 4B", Confirmed Reports to the Central Registry, 1989.
4. Junior League of Denver, Brown, C. Hebeler and Fulford, Katherine, "Comprehensive Health Education", Unpublished Report to the Colorado Legislature, 1990.
5. U.S. Department of Health and Human Services, Office on Smoking and Health, *Health Consequences of Smoking: Nicotine Addiction - A Report of the Surgeon General*, Document #88-8406, 1989.
6. Rocky Mountain Behavioral Services Institute, Inc., *Drug and Alcohol Use Among Colorado Students: The American Drug and Alcohol Survey*, 1989.
7. Colorado Department of Health, STD/AIDS Control Program, 1990.
8. Colorado Department of Education, *Education of Homeless Children and Youth*, 1989 Annual Report, pp. 1-2, Form 1810-0536, December 1989.
9. Colorado Department of Education, *Colorado Public School Annual Dropout Rates 1988-89*, February 1990.
10. Colorado Department of Health, *Colorado Vital Statistics Report 1988*, September 1989.
11. U.S. Department of Health and Human Services, Alcohol, Drug Abuse, and Mental Health Administration, *Report of the Secretary's Task Force on Youth Suicide*, Volume 1: Overview and Recommendations, p. 15 and Volume 3: Prevention and Intervention of Youth Suicide, p. 110, January 1989.
12. Finkelhor, David; Hotaling, Gerald; Lewis, I.A.; Smith, Christine, "Sexual Abuse in a National Survey of Adult Men and Women: Prevalence, Characteristics, and Risk Factors", *Child Abuse and Neglect*, Vol. 14, pp. 19-28, 1990.
13. Colorado Department of Health, Health Statistics Section, *Reported Pregnancy in Colorado 1980-87*, p. 61, 1988.

Source: "Colorado Youth At Risk". September, 1990. Reprinted permission of Colorado Department of Education.

BEST COPY AVAILABLE

Activity 1 Name______________________________

____

RIGHTS AND RESPONSIBILITIES

Directions: After viewing the statistics on teen issues, respond to the questions below.

1. Take five of the statistics and determine how the figures might be different if teens' rights were different.

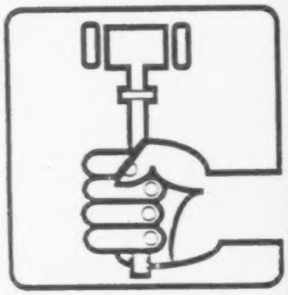
2. Take five of the statistics and determine how the figures might be different if teens took more responsibility in their decision making.

3. Share some personal views about how society might be different if teens' rights and responsibilities were different.

4. Considering the rights teens have, which do you feel are too lenient therefore, causing the statistics on such issues to rise? How would you change these rights for the betterment of society?

5. In general, how responsible do you believe you are at responding to your rights as a teen? Your friends?

6. Summarize your feelings towards the rights and responsibilities of teens.



Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Teens and the Law

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

R/W/CT 1. Have students read and discuss the article "It's the Law." Connect the laws to the rights and responsibilities of teens.

W 2. Have students watch two or three police, law, news information segments (CNN, the Evening News, etc.) on television and record the issues represented. Have students share examples of how teens either followed or disobeyed the law and the consequences they met. Complete the "Teens and the Law" worksheet. Discuss the issues represented.

R/CT 3. Assign students to bring local newspapers to class. (Teacher may want to supply newspapers.) Have students look at the 'Public Notices' section. Discuss the number of teens breaking the law, what type of laws they're breaking, and what the consequences for their actions should be.

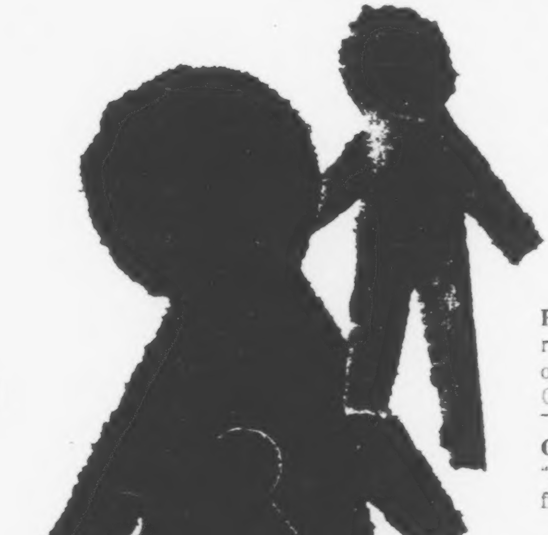
4. Have police officers, parole officers, rehabilitation directors, etc., as guest speakers to discuss problems and issues with the law.

Activity 1

it's the law

By Patricia McGuire

a case approach to the legal rights —and responsibilities—of pregnant teens and teenage fathers



Patricia McGuire is the project director of the D.C. Street Law Project of the Georgetown University Law Center.

Case

"Allison, we just got your results back from the lab. Can you come over?"

"Can't you just tell me if I'm pregnant?"

"Sorry, Allison, clinic policy. We like to talk to our clients in-person."

Allison Lane grabbed her jacket and raced downstairs. She remembered her parents and brother still eating dinner.

"Well, Allison, I hope that call was important enough to interrupt dinner," said Mr. Lane impatiently.

Mrs. Lane added, "Is something wrong? Are you going out without finishing dinner?"

"I'm fine," Allison said abruptly. "I just found out we have a chemistry test tomorrow and I've got to get some notes from Julie right away. I'll be back soon."

Allison practically ran the few blocks between her home and the University Women's Clinic. She was 16, only a senior at Northwest High School, but a college friend had recommended the clinic. She liked them because they didn't ask a lot of questions.

As she approached the clinic, Allison tried to sort out the jumble of thoughts that pressed on her brain. She knew now she was pregnant. At least, she thought, that's why they wanted her to come in-person.

How was she going to tell Phil? Sure, they'd been going together since sophomore year. And they did talk about getting married after graduation. But they both wanted to get started on college first.

Phil was only 16 too. What if he got angry and decided to forget the whole thing?

Allison felt panic rising in her throat and she swallowed hard. Her parents would be furious. No, outraged.

They couldn't know.

Allison fought back tears as she slumped on the waiting room bench. A baby — what did she know about taking care of one?

Well, maybe she could just go away for a while, have the baby and place it for adoption.

No, that wouldn't work. They'd find out.

Abortion.

Allison felt her breath come short. She'd always thought it was wrong. But now....

Activity 1 (Continued)

....*Parenthood is a profoundly legal as well as moral responsibility.*

"Hello, Allison," Dr. Baxter's voice pierced her confusion. "Why don't you step into my office?"

Dr. Baxter confirms that Allison is pregnant. What are the legal implications of this news?

In addition to the many physical, emotional, social and economic concerns of pregnancy, Allison will now find herself projected into a dizzying array of legal concerns as well.

Parenthood is a profoundly serious legal as well as moral responsibility. The law will hold Allison responsible for the care, nurturing, support and education of her child until that person reaches legal adulthood.

The fact that Allison herself is a *minor* (under 18-years-old) does not change her legal responsibilities toward her child. If she fails to live up to those responsibilitis, the state could intervene, taking away the child and placing it with another person or with a state agency.

A quick marriage to Phil is surely a thought on Allison's mind. In most states, persons under the age of 18 must have parental consent before they can marry. Once married, the husband and wife must take on all the legal responsibilities of adulthood.

Given Phil and Allison's age and circumstances, marriage would not seem to be a good or wise solution. Should they see marriage as as option, they should get extensive counseling before making a final decision.

If he does not marry Allison, does Phil have any legal responsibilities toward the child? Do Allison's parents have any special responsibilities in this situation?

Since he is the father, Phil can be held responsible for providing financial support for the child, if Allison needs it. His current minor legal status does not alter this responsibility, although a judge may find him financially unable to make support payments at this time.

Without a *custody order* (an order from the court saying who is legally responsible for a child), Allison's parents would not have any particular responsibility toward the child. They may consider care and support of their grandchild a moral responsibility, though.

However, so long as Allison is an *unemancipated minor* (meaning she is still legally dependent on her parents) her parents are still responsible for her welfare, including providing food, shelter and the necessities of life.

Pregnancy does not necessarily *emancipate* an unmarried minor. Emancipation means that a person, although under 18, is recognized as a legal adult, either by virtue of a court order or marriage.

Suppose Allison decides to have the child and then places it for adoption. What is the usual procedure for adoption?

Adoption is a process by which the law ends the relationship between child and birth parents, and creates a new parent-child relationship between the child and another person or persons.

The laws of each state set up the procedures for adoption.

Each state licenses public and private agencies that handle adoptions. Allison can find out about agencies in her area through her doctor or pregnancy counselor. She also might consider contacting a legal services agency for a reference.

If she chooses to go through a private adoption agency, she should be sure it is properly licensed by the state.

Agencies help identify persons who wish to adopt children. Prospective adoptive parents file a *petition* (formal request) in family court asking to adopt a particular child. The adoption agency makes a report to the court regarding the fitness of the prospective parents, and whether the adoption would be in the best interests of the child. The court makes the final decision about granting an adoption.

Now What?

Sixteen and pregnant.

Unmarried.

What if Allison and Phil were your friends? Where would you direct them?

There are a wide variety of community services and resource people who can help guide teens through the complexities of an unplanned pregnancy. One service your chapter could provide is a handbook listing those organizations and people who are able and want to help.

In the community —

- seek out churches and church-related groups that provide counseling and information on adoption.
- locate a Planned Parenthood chapter or similar agency that provides medical and personal counseling.
- research public agencies, like the mayor's office or human services department of your local government, which have counselors to help pregnant teens.
- list legal services clinics — those associated with a nearby law school or the local bar association. (Legal aid clinics also advertise in community papers and the yellow pages of your phone directory.)

At school —

- a trusted teacher or trained guidance counselor can be a good source of advice and information.
- a school nurse can answer many questions and concerns about the medical aspects of teenage pregnancy.

At home —

- parents are, in many cases, the most important source of advice, assistance and support for a pregnant teen. (Unfortunately, this isn't the case for all teens. For some, family circumstances may prevent any parental involvement. However, a decision not to involve parents should be thoroughly explored with a counselor.)
- an older brother or sister, or a trusted grandparent, aunt or uncle, also can help teens sort out their fears and anxieties about being pregnant or fathering a child. ■

Activity 1 (Continued)

In most states, after an adoption is final, all records are *sealed* (closed to public inspection) to protect the rights and privacy of all individuals involved. In recent years, however, some states have changed their laws to allow adopted persons over the age of *majority* (generally 18-years-old) to see their birth records.

In a few states, Phil, the unmarried father, may be notified of the pending adoption and be asked for consent. Should he refuse consent, a hearing would follow and a judge would determine whether adoption would be in the child's best interests.

In many states, however, unwed fathers have few if any rights with regard to their children.

The Supreme Court has recognized limited constitutional rights for unwed fathers who have shown significant responsitility toward their children, perhaps through support or custody.

If Allison does not want to go through with the pregnancy, can she make that decision by herself?

At this time, the Supreme Court holds that the decision to terminate a pregnancy is a private matter between a woman and her doctor. The Court has been troubled, however, in trying to determine the extent to which privacy applies to minor pregnant women.

Currently, the rulings of the Supreme Court say: 1) states may not require written parental consent before a woman recognized as a mature minor gets an abortion; 2) states may require some form of adult involvement in the minor's decision, by providing the minor with the option of getting approval from a judge if the teen does not want to involve her parents; 3) state laws may require the attending doctor to notify parents, if possible, before performing an abortion on a minor.

In these rulings, the Court recognizes that the constitutional right to privacy applies to all pregnant women. However, depending on the age and maturity of the woman, the right to privacy may be counterbalanced by the public interest in the woman's health and welfare, as well as in family harmony.

Despite its ruling that parents do not have the right to veto their daughter's decision to have an abortion, the Court has repeatedly stressed that, whenever possible, parents should be intimately involved in counseling their daughter.

In Allison's case, she clearly fears that her parents will be angry and upset by news of her pregnancy. Such fear, however, is not a reason to terminate the pregnancy, nor is it a good reason not to discuss the problem with them.

Because of the frequent court rulings and legislative actions in the areas of abortion and health care for minors, a local attorney should be consulted for specific information regarding the requirements of a particular state. ■

You Can Help

Within the next 24 hours, enough U.S. teens to fill an average size high school will become parents.

The problem is, few of these guys and girls planned for parenthood. Of the one-million-plus teenage pregnancies that occur nationwide each year, less than a third are intentional.

Parenthood is a profoundly serious undertaking — serious morally, legally, physically, emotionally and financially.

Risking a teenage pregnancy means you chance starting a life before having a *full* adult life of your own.

Future Homemakers of America believes young people owe it to themselves — and society — to be well informed, to make careful choices, and to take the responsibility for their actions. As an FHA/HERO member, you can support your peers in making informed choices — choices made today that *truly* will affect the rest of their lives.

How?

Through peer education — teen-to-teen communication about the problems, risks and pressing issues related to teenage pregnancy and parenthood.

Elsewhere in this edition of *Teen Times (pp. 18-21)*, Kelly Brogan, Healthy Babies: Chance or Choice? project coordinator, writes of her experiences as a peer educator — and reports on what FHA/HERO members have long been doing to fight the epidemic of teenage pregnancy in our country.

The key to effective peer education, Kelly will tell you is "doing your homework and getting the facts." Here are some resources to help get your chapter's peer education program in action.

ADOPTION

OURS (Organization for a United Response)
3148 Humbolt Ave., South
Minneapolis, MN 55408
(Organization of adoptive parents that shares information)

PUBLIC AFFAIRS COMMITTEE
381 Park Ave., South
New York, NY 10016
(Send 50¢ for the pamphlet "Adopting a Child"—covers procedures, feelings, problems and special kinds)

FAMILY PLANNING

PLANNED PARENTHOOD FEDERATION OF AMERICA
810 Seventh Ave.
New York, NY 10019
(Nationwide network of clinics with medical and educational services)

SINGLE PARENTS

MOMMA
PO Box 567
Venice, CA 90291
(National organization for single mothers)

TEENAGE PARENTS

NATIONAL ALLIANCE CONCERNED WITH SCHOOL-AGE PARENTS
PO Box 30130
Washington, DC 20014

BETTY PHILLIPS CENTER FOR PARENTHOOD EDUCATION
Box 81
Peabody College
Nashville, TN 37203

MARCH OF DIMES BIRTH DEFECTS FOUNDATION
1275 Mamaroneck Ave.
White Plains, NY 10605

Source: "it's the law" by Patricia McGuire. March/April 1982, p.p. 6-8. Reprinted by permission of Teen Times, a national magazine of Future Homemakers of America.

Activity 2

Name______________________________

TEENS AND THE LAW

Directions: Complete the following questions after viewing an evening of police, law, or other news-related television shows. Be prepared to discuss your answers.

1. List the television shows you watched.

2. What were the issues covered? What laws were broken?

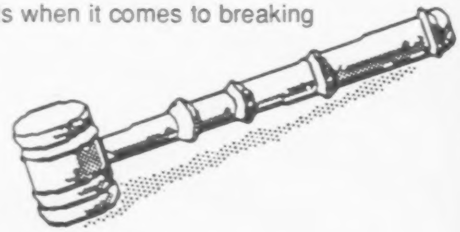
3. Describe examples that you saw of teens breaking the law. What were the consequences for their actions?

4. Do you think television is realistic in depicting unlawful situations? Are these situations depicted accurately so society understands the true consequences.

5. What do you believe are the most common laws that teenagers break? What can society do to prevent these acts?

6. Brainstorm some issues that aren't thought of as breaking the law but do fit under this heading.

7. In what cases do you believe teens should be treated as adults when it comes to breaking the law?



Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Abusive Relationships

PROCESS SKILLS: The student will:

1. Evaluate and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

R 1. Use the articles, "ABUSE: Stop it Before it Starts," "How Teens Can Fight Violence Instead of Each Other" and "Common Sexual Abuse Prevention Programs may not be Working" to discuss abusive relationships.

R/W 2. Use the worksheet "Are you a victim of abuse" to cover the issue of abusive relationships. The series of handouts cover myths, facts, suggestions, where to find help and prevention methods. Have students read and complete the evaluation form.

R/V 3. Use "Definitions of Violence" to discuss the different types of abusive behavior.

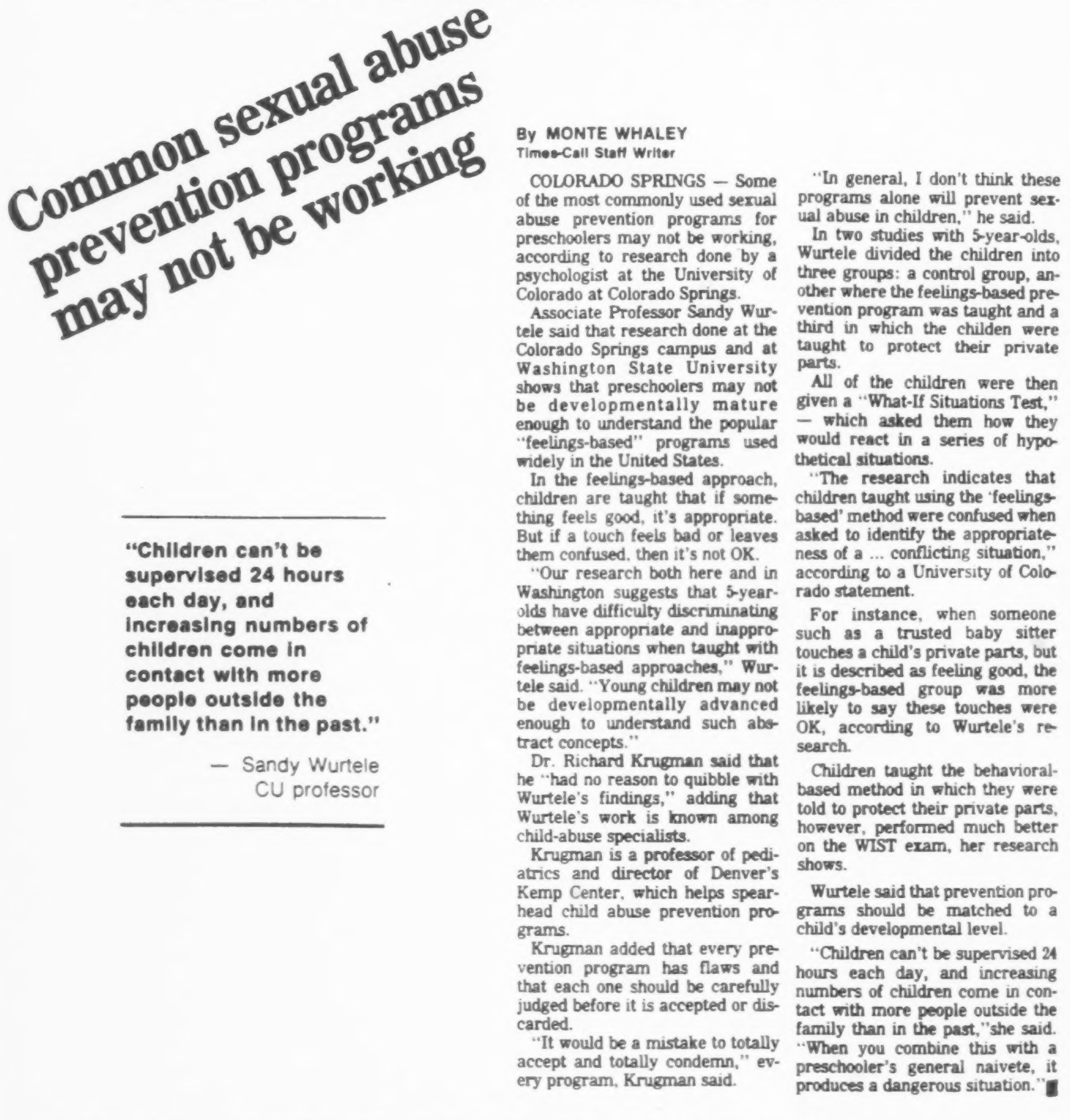
R/W 4. Discuss "Characteristics that Might Identify a Potential Batterer".

V 5. Use "Teen Dating Violence" to discuss dating violence and what your rights are.

R/W/V 6. Have students brainstorm other prevention programs and research to find information concerning each program, ie:
- names of contact people
- phone numbers
- addresses
- office hours

Activity 1 (Continued)

COMMON SEXUAL ABUSE PREVENTION PROGRAMS MAY NOT BE WORKING



Common sexual abuse prevention programs may not be working

By MONTE WHALEY
Times-Call Staff Writer

COLORADO SPRINGS — Some of the most commonly used sexual abuse prevention programs for preschoolers may not be working, according to research done by a psychologist at the University of Colorado at Colorado Springs.

Associate Professor Sandy Wurtele said that research done at the Colorado Springs campus and at Washington State University shows that preschoolers may not be developmentally mature enough to understand the popular "feelings-based" programs used widely in the United States.

In the feelings-based approach, children are taught that if something feels good, it's appropriate. But if a touch feels bad or leaves them confused, then it's not OK.

"Our research both here and in Washington suggests that 5-year-olds have difficulty discriminating between appropriate and inappropriate situations when taught with feelings-based approaches," Wurtele said. "Young children may not be developmentally advanced enough to understand such abstract concepts."

Dr. Richard Krugman said that he "had no reason to quibble with Wurtele's findings," adding that Wurtele's work is known among child-abuse specialists.

Krugman is a professor of pediatrics and director of Denver's Kemp Center, which helps spearhead child abuse prevention programs.

Krugman added that every prevention program has flaws and that each one should be carefully judged before it is accepted or discarded.

"It would be a mistake to totally accept and totally condemn," every program, Krugman said.

"In general, I don't think these programs alone will prevent sexual abuse in children," he said.

In two studies with 5-year-olds, Wurtele divided the children into three groups: a control group, another where the feelings-based prevention program was taught and a third in which the childen were taught to protect their private parts.

All of the children were then given a "What-If Situations Test," — which asked them how they would react in a series of hypothetical situations.

"The research indicates that children taught using the 'feelings-based' method were confused when asked to identify the appropriateness of a ... conflicting situation," according to a University of Colorado statement.

For instance, when someone such as a trusted baby sitter touches a child's private parts, but it is described as feeling good, the feelings-based group was more likely to say these touches were OK, according to Wurtele's research.

Children taught the behavioral-based method in which they were told to protect their private parts, however, performed much better on the WIST exam, her research shows.

Wurtele said that prevention programs should be matched to a child's developmental level.

"Children can't be supervised 24 hours each day, and increasing numbers of children come in contact with more people outside the family than in the past,"she said. "When you combine this with a preschooler's general naivete, it produces a dangerous situation." ■

"Children can't be supervised 24 hours each day, and increasing numbers of children come in contact with more people outside the family than in the past."

— Sandy Wurtele
CU professor

Source: "Common Sexual Abuse Prevention Programs May Not Be Working" by Monte Whaley. September 3, 1989. Daily Times - Call.

Activity 2

Name ______________________________
____

ARE YOU A VICTIM OF ABUSE?

Directions: Place a √ in front of those statements that apply to your relationship. If you are not in a relationship yourself, review the statements to see if they apply to any relationship(s) you are aware of.

Physical: Does your partner:
___ push or shove you?
___ hold you to keep you from leaving?
___ slap or bite you?
___ kick or choke you?
___ hit or punch you?
___ throw objects at you?
___ lock you out of the house?
___ abandon you in dangerous places?
___ refuse you help when you are sick?
___ subject you to reckless driving?
___ force you off the road/keep you from driving?
___ rape you?
___ threaten to hurt you with a weapon?

Emotional: Does your partner:
___ ignore you feelings?
___ ridicule or insult your sex in a group?
___ ridicule or insult your most valued beliefs, your religion, race, or class?
___ withhold approval, appreciation, or affection as punishment?
___ continually criticize you, call you names, shout at you?
___ insult your family or friends?
___ humiliate you in private or public?
___ refuse to socialize with you?
___ make all decisions for you, control your actions?
___ threaten to hurt you?
___ tell you about his/her other romantic involvements?
___ act jealous and harassing about imagined romantic involvements between you and others?
___ manipulate you with lies and contradictions?

Do You:
___ feel fearful of the assault?
___ wonder if it will be worse next time?
___ ever doubt your own judgement?
___ express your opinion less and less?
___ develop fears of doing the "wrong" thing?
___ see others less and less frequently?
___ feel less confident about your abilities?
___ become depressed?

Sexual: Does your partner:
___ tell jokes or make demeaning remarks about your sex?
___ treat you as a sex object?
___ get jealous, angry, saying you would be sexually active with any available person of the opposite sex?
___ insist that you dress in a more sexual way than you want to?
___ minimize the importance of your feelings about sex?
___ criticize you sexually?
___ insist on unwanted and uncomfortable touching?
___ withhold sex and affection?
___ call you sexual names like "whore" or "frigid?"
___ force you to take your clothes off when you don't want to?
___ publicly show sexual interest in others of your sex?
___ go out with others after agreeing to a monogamous relationship?
___ force particular unwanted sex acts?

Do You:
___ feel less physically attractive than you did before?
___ feel sexually ashamed or humiliated, or believe no one else would want you sexually?

Activity 2 (Continued)

MYTH/REALITY

Myth: Minority women are battered more frequently than Anglo women.
Reality: Although minority groups may have different values and attitudes regarding men and women, and minority women may have fewer sources of help, minority women and Anglo women tell similar stories of physical abuse.

Myth: Battered women are uneducated and have few job skills.
Reality: The education level of battered women ranges from grade school through completion of doctoral degrees.

Myth: Batterers are unsuccessful and lack resources to cope with the world.
Reality: Batterers are often indistinguishable from any other group of men in terms of capability. They include physicians, attorneys, public officials, and corporation executives, as well as less skilled persons.

Myth: Drinking causes abusive behavior.
Reality: A large number of abusive men also drink, but drinking is not a contributing factor to abuse. These men abuse their wives whether they have been drinking or not.

Myth: The batterer is not a loving partner.
Reality: Batterers are often described by wives as playful, attentive, sensitive, exciting, and affectionate when they are not being abusive.

Myth: Once a battered woman, always a battered woman.
Reality: While some women do repeat the pattern, most are very careful not to choose another abusive mate.

Myth: Once a batterer, always a batterer.
Reality: Because abuse is a learned behavior, it can also be unlearned through professional counseling. Assertive behavioral skills can be learned to replace aggressive behavior and negotiating skills can be learned to replace coercive behavior.

Myth: Long-standing abusive relationships can change for the better.
Reality: As long as the man stays in power over the woman, there is little hope of improvement in the relationship, even with professional help.

Myth: Battered women deserve to get beaten.
Reality: While many people believe that men are pushed into being abusive by a wife's being insulting, etc., no one deserves to be beaten for anything he/she says.

Myth: Battered women can always leave home.
Reality: A battered woman is often not psychologically and/or financially able to end her victimization without assistance.

Myth: Batterers will cease their violence "when we get married."
Reality: Violence established in a relationship before marriage tends to escalate after marriage.

Activity 2 (Continued) Name________________________

____

HELPING ABUSED AND ABUSERS

WHERE CAN YOU FIND HELP FOR THE ABUSED AND THE ABUSER?
There Are People Who Can Help:

*Parents
*Teachers
*Ministers
*Youth Group Leaders
*Guidance Counselors
*Local Domestic Violence Agency
*Mental Health Center
*Family Counseling Agency

EFFECTIVE WAYS TO SETTLE CONFLICTS WITHOUT ABUSE

Guidelines For Giving Criticism

1. Plan what you want to say.
2. Choose a time and place that will be comfortable for both of you.
3. State as exactly as possible what the person did or said and how you felt.
4. Avoid name-calling and words like "never" and "always."
5. Say something positive if you honestly can.
6. Give only one negative criticism at a time.
7. Suggest change that will correct the situation.

Guidelines For Accepting Criticism

1. Listen. This means not being ready to defend yourself or counterattack. Breathing deeply will help.
2. Repeat the criticism in your own word to be sure you have it right. This will also give you a minute or two to calm down.
3. Ask for an example of what is being criticized.
4. Decide whether it's a fair criticism or not. Is it true? If so, is it something you want to change in order to be fair? If you can't decide on the spot, ask for time to think about it, and schedule another meeting.
5. If it is fair, don't give excuses for having done it. Think of ways you can change your actions or statements in the future. Or ask, "What would you like me to do differently?"
6. If it is unfair, respond with "I" statements. "I think you misunderstood." "I think you're expecting more of me than I'm willing to give."
7. If you are angry, or tempted to counterattack, suggest you postpone further discussion until a time when you are more calm.

Activity 2 (Continued)

Name______________________________
____

WHEN THE GOOD TIMES GO BAD

Directions: After reading, viewing, and/or discussing the information on abusive relationships, respond to the following questions.

1. On a scale from 1 to 10, I felt the information presented was:

   poor excellent
   1 2 3 4 5 6 7 8 9 10

2. Do you think dating violence is a problem? Explain why or why not.

3. Was this information useful? Explain why or why not.

4. This information has changed my view of my relationship, or the relationship of a couple I know, in the following ways:

5. Choose one of the following statements and respond to it in a short paragraph on the back of this sheet:

   "I believe society is too quick to peg someone violent. It doesn't hurt to set someone straight now and then."

   "Society should lock abusers up. If they can't deal with their emotions in a rational manner, that's what they deserve."

Activity 4

CHARACTERISTICS THAT MIGHT IDENTIFY A POTENTIAL BATTERER

1. Does a man report having been physically or psychologically abused as a child?
2. Was the man's mother battered by his father?
3. Has the man been known to display violence against other people?
4. Does he play with guns and use them to protect himself against other people?
5. Does he lose his temper frequently and more easily than seems necessary?
6. Does he commit acts of violence against objects and things rather than people?
7. Does he drink alcohol excessively?
8. Does he display an unusual amount of jealousy when you are not with him? Is he jealous of significant other people in you life?
9. Does he expect you to spend all of your time with him or to keep him informed of your whereabouts?
10. Does he become enraged when you do not listen to his advice?
11. Does he appear to have a dual personality?
12. Is there a sense of overkill in his cruelty or in his kindness?
13. Do you get a sense of fear when he becomes angry with you? Does NOT making him angry become an important part of your behavior?
14. Does he have rigid ideas of what people should do that are determined by male-female sex role stereotypes?
15. Do you think, or feel, that you are being battered? If so, the probability is high that you are a battered woman and should seek help immediately.

*These clues are not definitive signs that a man is a batterer; only that he has the potential to become one.

Activity 5

TEEN DATING VIOLENCE

SOME TRAITS THAT WILL GIVE YOU WARNING OF A PERSONALITY DEVELOPING INTO A POTENTIAL BATTERER ARE:

1. A lot of jealousy when you're not with him? Is he jealous of your girlfriends and other people in your life?

2. Does he show violence towards objects - hits his fists on furniture, cars, the steering wheel or dashboard?

3. Does he drink until he gets drunk? Often?

4. Looses his temper often and easily - more than is necessary.

5. Does he expect you to spend all of your time with him? Does he expect to be informed of your whereabouts when you're not together? Does he call your friends looking for you or drive around until he "accidentally" runs into you?

6. Is there a sense of overkill in his cruelty or in his kindness?

7. Do you get a sense of fear when he becomes angry with you?

8. Is it real important to you not to make him angry?

9. Does he have set ideas of what guys and girls are supposed to be - or does he have strong female/male sex stereotyping beliefs?

*If you have picked up on at least four of these characteristics as fitting into your dating relationship, you and your partner need to get counseling to break the generational cycle of violence.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Suicide

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

R/V 1. Hand out "Teen Suicide - Concepts" two page worksheet. In small groups, have students organize concepts on the first page by placing them under the corresponding major headings on the second page.

V 2. Show the filmstrips or video "Did Jenny Have to Die," (is 3 segments) from Sunburst. Use the discussion guide in the filmstrip kit to direct discussion after watching each segment. Emphasize the signs and symptoms of potential suicide and what those close to the individual can do to help prevent suicide.

3. Invite a guest speaker to talk on teen suicide. Use mental health personnel, counselors or other professionals.

R/V 4. Hand out pamphlets for reading, discussion or resource. *See resource section for ordering information.

RESOURCES:

1. American Association of Suicidology
2459 South Ash
Denver, CO 80222

    a. "Suicide in Youth and What You Can Do About It"- a guide for students
    b. "Before It's Too Late"
    c. "Suicide in Young People"

2. Public Affairs Pamphlets
   381 S. Park Ave.
   New York, N.Y. 10016

   a. #569 "Adolescent Suicide, Mental Health Challenge."

3. "Teen Suicide" from What's New In Home Economics p.p. 16-18, March 1988. Student handout on "Myths."

4. "Did Jenny Have To Die?" Sunburst Communications, Department AW, 39 Washington Avenue, Pleasantville, New York 10570.

Activity 1

Name______________________________
____

TEEN SUICIDE-CONCEPTS

Directions: Use the statements listed below to fill in the concept organizer sheet following. These concepts will help you organize your thoughts and ideas about suicide.

a. high expectations for success
b. not living up to academic expectations
c. help kids learn to relate with others
d. 6-8 thousand teenage suicides a year
e. changes in grades, habits, personality
f. apathy
g. high pressure to conform, fit in, be popular
h. fragmentation in family, lack of cohesiveness
i. help kids have healthy attachment to friends
j. help kids learn to reach out to others
k. confront, "have you thought about killing yourself?"
l. 200 attempts for every completion
m. economics pressures in the family
n. lack of role models
o. learn to ask for help when need it
p. males attempts as often as females
q. confront, "how would you do it? When?"
r. don't swear to secrecy
s. permissiveness in families
t. ambivalence and lack of attachment to child
u. lack of goals and direction in life
v. 70% of male attempts succeed
w. extremes in behavior
x. putting affairs in order
y. some studies show 2/3 of the cases come from broken homes
z. provide good adult role models
aa. don't over protect or indulge
bb. really listen to the person
cc. tripled since 1955
dd. Colorado 4th in the nation for teen suicides
ee. giving prized possessions away
ff. verbal clues "doesn't matter if I'm alive or dead"
gg. desire to have everything now
hh. large schools, hard to have close friends
ii. confusing, youthful orientation of society
jj. youth playing adult games
kk over 1/2 drug related
ll. verbal threats
mm. previous attempts
nn. anonymity
oo. sexual pressures
pp. don't be judgmental "you must be crazy"
qq. remember--if alive, have choices--if dead, no choices
rr. don't leave alone
ss. many occur in the spring
tt. depression over a period of time
uu. poor self image or hatred for self
vv. feeling worthless or helpless
ww. biochemical changes in adolescents
xx. lack of security due to mobility
yy. feeling of no control in ones life
zz. don't act shocked
aaa don't counsel person yourself
bbb poor impulse control
ccc isolation in society
ddd inability to develop coping mechanism
eee hedonistic attitude, selfish, use others for pleasure
fff drug abuse, gives a feeling of worthlessness, anger, helplessness

Activity 1 (Continued)

Name______________________________
____

CONCEPT ORGANIZER

Directions: Place the statements listed on the previous page under each of the major headings they explain. Each statement fits under only one category.

General Causes of Suicide Today

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.

Signs of a Suicidal Person

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Dealing With Potential Suicide or Prevention

1.
2.
3.
4.
5.
6.
7.
8.

What To Do If You See Signs

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Data On Teen Suicide

1.
2.
3.
4.
5.
6.
7.
8.
9.

ANSWER KEY

ACTIVITY 1

Teen Suicide Concept Organizer

General Causes

1. a
2. b
3. g
4. h
5. m
6. n
7. s
8. t
9. gg
10. hh
11. ii
12. jj
13. nn
14. oo
15. tt (can also be in "signs")
16. ww
17. xx
18. yy
19. eee
20. fff
21. u
22. ddd
23. bbb

Signs

1. e
2. f
3. w
4. x
5. ee
6. ff
7. ll
8. mm
9. tt
10. vv
11. ddd

Dealing With

1. c
2. i
3. j
4. o
5. z
6. aa

What To Do

1. k
2. q
3. r
4. bb
5. pp
6. qq
7. rr
8. zz
9. aaa

Data

1. d
2. l
3. f
4. v
5. y
6. cc
7. dd
8. ss
9. kk

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Substance Abuse

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/V 1. Have students bring articles clipped from current newspapers and magazines which show social abuse of alcohol, drugs, tobacco and steroids. Let each show and tell. Make a collage on the bulletin board. - Place an eye catching title over the articles such as "Which Way Are We Going?" or "A World to Look Forward To?" Use New Beginnings materials for discussion.

Alcohol Information:

R/W 2. Administer student self assessment test on alcohol, "Do You Have a Drinking Problem?" from Consumer Lifestyles. Read and discuss #3 Current Consumer Lifestyles (see resources).

3. Have a patrolman or policeman in as a guest speaker.

4. Use guest speaker from Alcoholics Anonymous or other helping agencies on alcohol related problems may also be utilized in the alcohol abuse section.

Tobacco Information:

5. Invite a guest speaker from the American Cancer Society.

6. If you have an organization in your school such as S.T.A.N.D., Student to Student or a peer counseling group ask them to present a program on smoking or chewing, the effects of use of these products, and why not to start.

7. As a class, sponsor the National Smoke-Out Day. Contact the American Cancer Society for more information (see resources).

8. Develop a bulletin board for a school hallway on not smoking or chewing.

9. Order non smoking labels, balloons, etc. for students in school - give out to non smokers.

R/W/V 10. Have students research the various types of chemical dependencies or abuses (alcohol, tobacco, drugs, food). Have them write up a paper covering the topic and share it with the class.

W/V 11. Have students interview, or question over the phone, personnel from various recovery centers. Students develop at least 15 questions to ask the representative. Have them write it out to hand in and share it with the class.

RESOURCES:

Pamphlets and Other Resources (ALCOHOL):

1. Public Affairs Committee Inc., 381 S. Park Ave. New York, N.Y. 10016-8884
   #612 Teens and Alcohol, Patterns and Dangers

2. Alcoholics Anonymous World Service, P.O. Box 459, Grand Central Station. New York, N.Y. 12163
   "Young People and AA"

3. National Clearinghouse for Alcohol and Drugs Information, P.O. Box 2345. Rockville, Md. 20850

4. Facing Drug Dependency What's New In Home Economics, March 1983, pg. 7-9 (use alcohol information section).

5. "What Do You Know About Alcohol" (video) by Channing Bete, 200 State Road, South Deerfield, MA. 01373-0200. Toll Free #1-800-628-7733.

6. Information from S.A.D.D. or M.A.D.D.

7. Consumer Lifestules. (January, 1988) p.11. and Current Consumer Lifestudies. (January 1988) p.p. 8-12.

Pamphlets and Other Resources (TOBACCO)

1. American Cancer Society, 4 West 35th St., New York, N.Y. 10001.
   #2050 "Decision Is Yours"
   #2114 "Don't Start"
   #2052 "Danger"

INFORMATION SHEET

WHAT TO DO FOR THE CHEMICALLY DEPENDENT YOUTH:

1. Set rules (limits). Follow through with consequences when broken.
2. Keep data if you suspect unusual behavior, school work, attitudes (spacey, mood swings, etc.).
3. Get support from the other teachers. Ask others who have the student in class. Compare notes.
4. Set contracts with student which he signs. Use as data if contracts are broken.
5. Call in school counselor. Share concerns and data.
6. Have parent conference -- consider intervention.

* Remember -- self-hatred inside = projected out

WHAT NOT TO DO FOR A CHEMICALLY DEPENDENT YOUTH:

1. Don't accept blame from student or feel sorry for him.
2. Don't make special exceptions for student; breaking a rule.
3. Don't let him be irresponsible; unfinished work.
4. Don't argue with him, explain yourself, justify, or defend.

DO'S AND DON'TS FOR CONCERNED PARENTS/EDUCATORS

Don'ts

1. Don't threaten, scream, or overact.
2. Don't accept getting high or drunk as normal.
3. Don't confront the adolescent when he/she is high or drunk.
4. Don't blame or make excuses for the person abusing alcohol.
5. Don't patronize or condone their abnormal behavior.
6. Don't give up the ship and accept the adolescent as a loser. There are no hopeless cases. Chances of recovery are better than average with appropriate treatment, and initial motivation is not a prerequisite.

Do's

1. Do talk to the adolescent only after the effects of intoxication have worn off.
2. Do express your concern, love, and willingness to help.
3. Do allow the adolescent to experience the consequences of his behavior even though these consequences may be painful and/or embarrassing.
4. Do use community resources to become knowledgeable about alcoholism and chemical dependency.
5. Do become involved with FAMILIES ANONYMOUS and/or ALANON in your community.
6. Do seek help from professionals specifically trained in alcoholism and chemical dependency.

Source: Reprinted by permission of New Beginnings Treatment Center, Lakewood, CO.

Information Sheet (Continued)

GENERAL TIPS ON CONFRONTING YOUNG PEOPLE

Be calm, be simple, and direct, but don't hedge the issue. Speak to the point. Hysterical, rushed encounters accomplish nothing.

Keep to the facts you know, the things you can be sure of. Do not present yourself as an expert on alcohol and drugs. The person probably has a lot more facts than you do. Remember: This is a confrontation about what you know is unacceptable behavior, not a debate.

Keep on the subject and be specific. Talk about the drinking or drug use and specific ways it has affected the person's behavior.

Stay objective, keep to the issue - the drinking. It is alright to show your feelings, but anger should not be directed at the individual.

Never confront when a person is still under the influence. Just make an appointment for a later, sober time and make sure there is a follow up.

Be prepared for promises, excuses and counter-accusations. If you drink, smoke or use other drugs, you will be accused of setting a bad example.

Denial is a hallmark of an addiction problem. Resistance to "help" is the rule rather than the exception - expect it.

People need to hear you care for them. It must be a genuine concern if confronting is to be effective. Perhaps a better word is "carefronting." Examples might be: "The concerns I have about you are because I care about you and our relationship," or "I care about you too much to sit by and not say anything about what I see happening." Then, state the behavior - how you felt - reiterate your caring.

SURVIVAL ROLES/ROLES CARRIED INTO THE CLASSROOM

The Chemically Dependent Youth

HERO

Definition:
The family hero is the person who can see and hear more of what is really happening in the family and begins to feel responsible for the family pain, if only the family would listen. The hero tries hard to make things better for the family and works diligently to improve the situation. Because of the progressive nature of the disease, the hero is always losing ground and feels consistently inadequate. This feeling of inadequacy is well-hidden by the obvious success (visible) of the family hero. The role of the hero is to provide self-worth for the family.

Roles Carried Into The Classroom:
Always volunteering, responsible, compulsion to always be on top, insatiable need for attention and approval, leaders of class, parental with other children, needing to help others,
bossy, disappointment at losing (depressed and down on themselves), superior when winning, obnoxious, often called "teacher's pet" by others.

Information Sheet (Continued)

DO'S

1. Give attention at times child is not achieving.
2. Validate personhood. Separate person and his behavior.
3. Let child know it's okay to make a mistake.

DON'TS

1. Don't let them monopolize conversation, always be first.
2. Don't validate his/her worth by achievements.

SCAPEGOAT

Definition:

The scapegoat is the one who is in the family public eye. The scapegoat has already learned in this family that one is not rewarded for who one is, but rather for how one performs. This person does not want to work as hard as the family hero just to prove himself worthy, so decides to pull away from the family and look for good feelings of belonging elsewhere. Because of the repressed anger in feeling the need for this withdrawal, the scapegoat often gets much attention for the destructive ways in which this withdrawal takes place. Often it is in running away, refusing to be part of the family, getting pregnant, using chemicals or just being stubborn and withdrawn. The role of the scapegoat is to provide distraction and focus to the family.

Roles Carried Into The Classroom:

Blames, makes peer alliances, acts out, irritating, rigid defiance, irresponsible, teacher puts in hall a lot for disruption of class; sent to principal's office often for breaking rules (i.e., running in hall); talks back to teachers, hardly ever gets work done; teacher feels at end of rope (angry, frustrated, "I don't know what to do with that child," "I've tried everything!").

DO'S

1. Let child know behavior is inappropriate.
2. Validate him/her taking responsibility for anything.
3. See that he/she is a hurt child, don't get hooked by the anger, don't defend.
4. Set limits. Give clear explanations of child's responsibilities -- clear choices and consequences.
5. Help child understand that his/her behavior is his/her responsibility -- he is in control, use key reminder phrase (i.e., who's in control right now?).
6. Consistently follow through with consequences.

DON'TS

1. Don't feel sorry for the child.
2. Don't treat child special or give him your power.
3. Don't agree with child's complaints.
4. Don't take child's behavior personally.

LOST CHILD

Definition:

The lost child is one who has learned not to make close connections in the family. This person spends much time being alone or quietly busy. It's the safest role and likely not to cause trouble for self or others. Most people do not notice lost children very often as they are not usually given much attention, either positive or negative. They are just there. They suffer pain and loneliness. The role of the lost child is to offer relief. This is one child the family does not have to worry about.

Roles Carried Into The Classroom:
Don't remember his/her name, wall flower, quiet, never a behavior problem; few, if any, friends; often creative -- art work or something alone; often low verbal and written skills; either left to themselves or teased (i.e: about never getting involved--"chicken", fat, etc.).

DO'S
1. Take inventory. Whose name can't you remember; who don't you know?
2. Try some contact on a one to one basis. Find out who they are.
3. Point out and encourage child's strengths, talents, be aware of their creativity.
4. Try to pick up on interest and often they will talk.
5. Use touch slowly.
6. Help child to build a relationship. There will usually be one child they are drawn to.
7. Encourage working in small groups (two's, three's) to build trust and confidence.

DON'TS
1. Don't let this child get off the hook by silence -- wait until he/she answers.
2. Don't let others take care of this child (i.e: answer or talk for them).

MASCOT

Definition:
The mascot is the family member who brings a little fun into the family. No one takes the mascot too seriously because it is believed there would be a limited understanding of anything too serious. Mascots are often cute, fun to be around and able to use charm and humor to survive in this very painful family system. The role of the mascot is to provide fun and humor.

Roles Carried Into The Classroom:
Funny or distracting, gets class attention, class clown (hiding, making faces, pulling chair out from under someone else, sticking chalk in erasers).

DO'S
1. It is okay to get angry at mascot's behavior.
2. Try giving him a job in class with some importance, value and responsibility.
3. Hold mascot accountable.
4. Encourage responsible behavior.
5. Encourage appropriate sense of humor.
6. Insist on eye contact.

DON'TS
1. Don't laugh at silly behavior.
2. Don't laugh with them. He/she won't take you seriously.

Source: Reprinted by permission of New Beginnings Treatment Center, Lakewood, CO.

Activity 1

Name ______________________________

____

ADOLESCENT SUBSTANCE ABUSE RISK FACTORS

Factors which put adolescents at risk for chemical dependency:

1. Family history of alcoholism.
2. Family management problems.
3. Early anti-social behavior or hyperactivity - especially males.
4. Parental drug use and positive attitude toward drugs. Parental approved or supervised drug use at home.
5. Academic failure in late elementary grades.
6. Loss of interest in school.
7. Alienated, rebellious, alternative view of who they are.
8. Anti-social behavior in adolescence.

*9. Associate with friends who use drugs.

10. Favorable attitudes toward drug use.

**11. Early first use of drugs.

* Strongest correlating factor to adolescent chemical dependency.

** Second strongest correlating factor.

Activity 1 (Continued)

ADOLESCENT DRUG/ALCOHOL EVALUATION

The following are the questions a professional asks in evaluating an adolescent with a possible dependency problem. These areas are first covered with the teenager, then with the teen and their family.

Presenting the problem
- *Why evaluation has been requested.

Drug Use
- *Amount, frequency, and duration of use.
- *Parental suspicion of use (i.e: paraphernalia, drug possession)

Family Problems
- *Changes in communication
- *Response to limit setting
- *Fighting with parents/siblings

School Difficulty
- *Change in school performance
- *Drop in grades
- *Truancy
- *Disciplinary actions

Legal Involvement
- *Contacts with police
- *Arrests
- *Detention or jail time

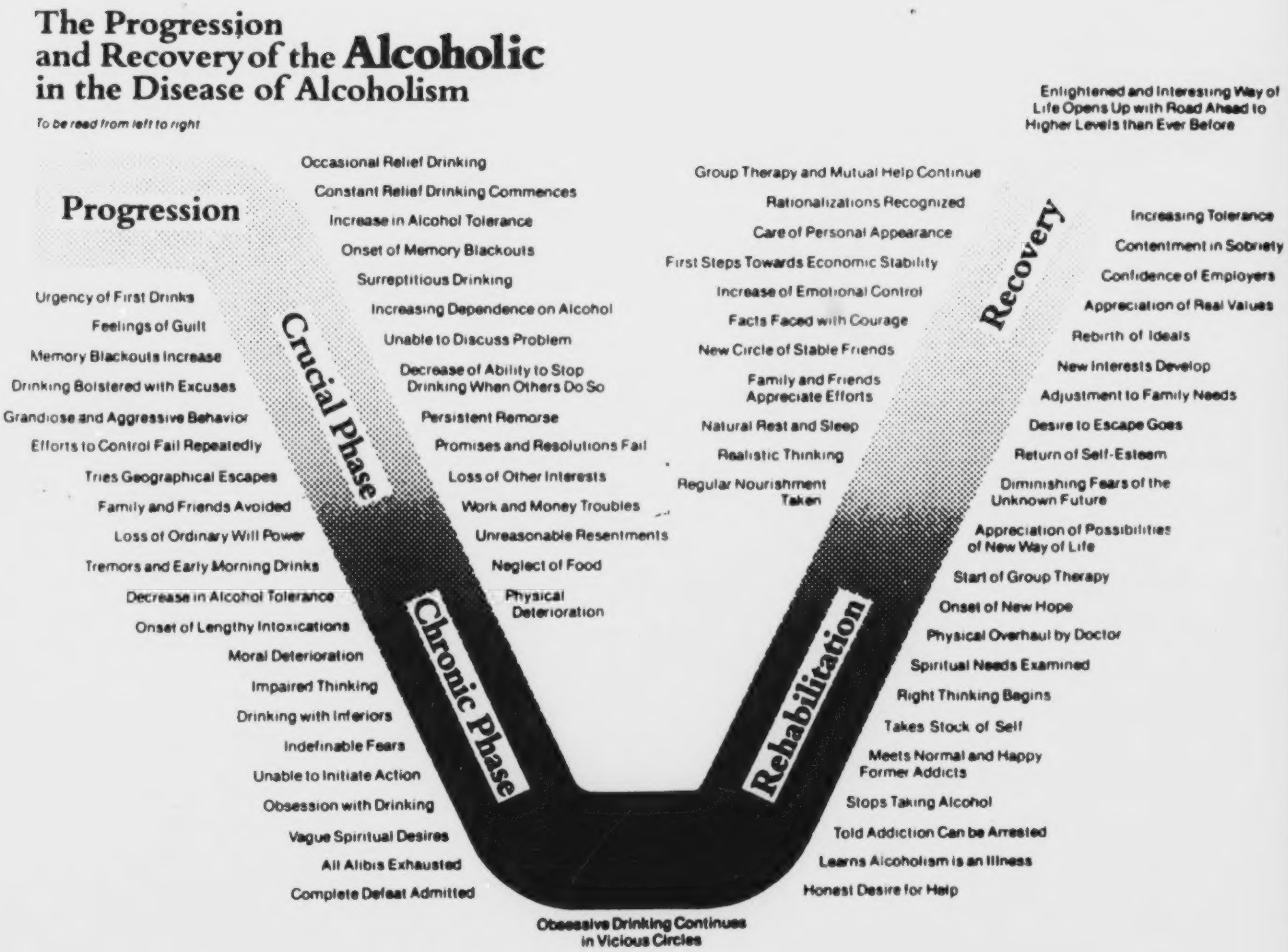
Peer Relationships
- *Change in friends
- *Relationship with known users or dealers
- *Dependent relationships with peers

Depression and Suicide Potential
- *Changes in mood and attitude
- *Isolation
- *Change in eating or sleeping patterns
- *Past suicide attempts or gestures
- *Thoughts or threats of suicide
- *Self destructive behaviors (reckless driving, cutting or scratching self)

Family History of Abuse or Addiction
- *Biological parents
- *Step-parents
- *Extended family
- *Siblings

Source: New Beginnings, Lakewood, CO. Reprinted by permission of New Beginnings Center.

Activity 1 (Continued)



The Progression and Recovery of the **Alcoholic** in the Disease of Alcoholism

To be read from left to right

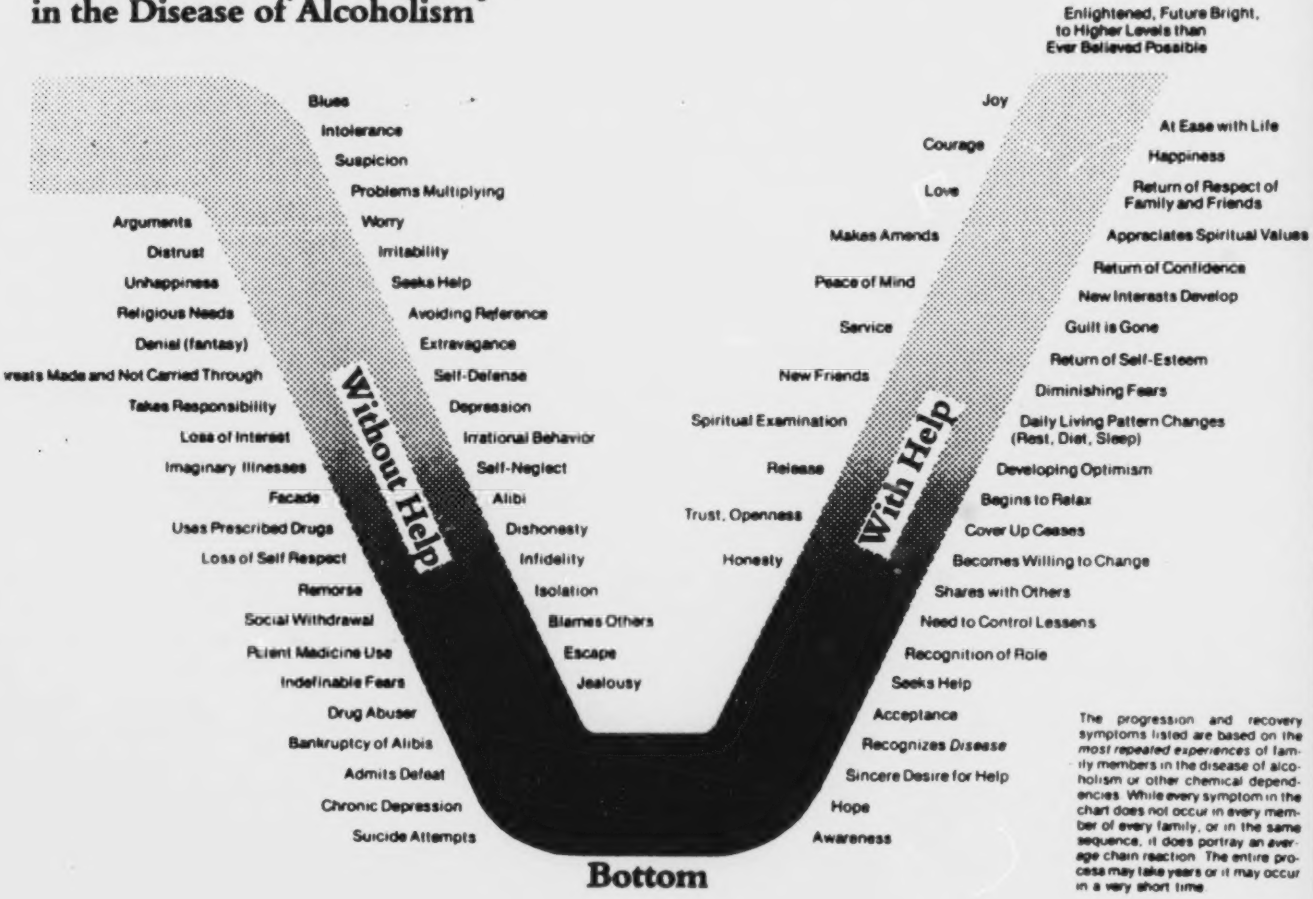
Progression
Crucial Phase
Chronic Phase
Rehabilitation
Recovery
Occasional Relief Drinking
Constant Relief Drinking Commences
Increase in Alcohol Tolerance
Onset of Memory Blackouts
Surreptitious Drinking
Increasing Dependence on Alcohol
Unable to Discuss Problem
Decrease of Ability to Stop Drinking When Others Do So
Persistent Remorse
Promises and Resolutions Fail
Loss of Other Interests
Work and Money Troubles
Unreasonable Resentments
Neglect of Food
Physical Deterioration
Urgency of First Drinks
Feelings of Guilt
Memory Blackouts Increase
Drinking Bolstered with Excuses
Grandiose and Aggressive Behavior
Efforts to Control Fail Repeatedly
Tries Geographical Escapes
Family and Friends Avoided
Loss of Ordinary Will Power
Tremors and Early Morning Drinks
Decrease in Alcohol Tolerance
Onset of Lengthy Intoxications
Moral Deterioration
Impaired Thinking
Drinking with Inferiors
Indefinable Fears
Unable to Initiate Action
Obsession with Drinking
Vague Spiritual Desires
All Alibis Exhausted
Complete Defeat Admitted
Obsessive Drinking Continues in Vicious Circles
Enlightened and Interesting Way of Life Opens Up with Road Ahead to Higher Levels than Ever Before
Group Therapy and Mutual Help Continue
Rationalizations Recognized
Care of Personal Appearance
First Steps Towards Economic Stability
Increase of Emotional Control
Facts Faced with Courage
New Circle of Stable Friends
Family and Friends Appreciate Efforts
Natural Rest and Sleep
Realistic Thinking
Regular Nourishment Taken
Increasing Tolerance
Contentment in Sobriety
Confidence of Employers
Appreciation of Real Values
Rebirth of Ideals
New Interests Develop
Adjustment to Family Needs
Desire to Escape Goes
Return of Self-Esteem
Diminishing Fears of the Unknown Future
Appreciation of Possibilities of New Way of Life
Start of Group Therapy
Onset of New Hope
Physical Overhaul by Doctor
Spiritual Needs Examined
Right Thinking Begins
Takes Stock of Self
Meets Normal and Happy Former Addicts
Stops Taking Alcohol
Told Addiction Can be Arrested
Learns Alcoholism is an Illness
Honest Desire for Help

Source: Reprinted by permission of New Beginnings Treatment Center, Lakewood, CO.

BEST COPY AVAILABLE

Activity 1 (Continued)

The Progression and Recovery of the **Family** in the Disease of Alcoholism


Blues
Intolerance
Suspicion
Problems Multiplying
Worry
Irritability
Seeks Help
Avoiding Reference
Extravagance
Self-Defense
Depression
Irrational Behavior
Self-Neglect
Alibi
Dishonesty
Infidelity
Isolation
Blames Others
Escape
Jealousy
Arguments
Distrust
Unhappiness
Religious Needs
Denial (fantasy)
reats Made and Not Carried Through
Takes Responsibility
Loss of Interest
Imaginary Illnesses
Facade
Uses Prescribed Drugs
Loss of Self Respect
Remorse
Social Withdrawal
Patent Medicine Use
Indefinable Fears
Drug Abuser
Bankruptcy of Alibis
Admits Defeat
Chronic Depression
Suicide Attempts
Without Help
Bottom
With Help
Awareness
Hope
Sincere Desire for Help
Recognizes *Disease*
Acceptance
Seeks Help
Recognition of Role
Need to Control Lessens
Shares with Others
Becomes Willing to Change
Cover Up Ceases
Begins to Relax
Developing Optimism
Daily Living Pattern Changes (Rest, Diet, Sleep)
Diminishing Fears
Return of Self-Esteem
Guilt is Gone
New Interests Develop
Return of Confidence
Appreciates Spiritual Values
Return of Respect of Family and Friends
Happiness
At Ease with Life
Honesty
Trust, Openness
Release
Spiritual Examination
New Friends
Service
Peace of Mind
Makes Amends
Love
Courage
Joy
Enlightened, Future Bright, to Higher Levels than Ever Believed Possible

The progression and recovery symptoms listed are based on the *most repeated experiences* of family members in the disease of alcoholism or other chemical dependencies. While every symptom in the chart does not occur in every member of every family, or in the same sequence, it does portray an average chain reaction. The entire process may take years or it may occur in a very short time.

Source: Reprinted by permission of New Beginnings Treatment Center, Lakewood, CO.

BEST COPY AVAILABLE

Activity 1 (Continued)

THE FAMILY

It has been estimated that nearly a third of American families are affected by chemical dependency and severe dysfunction. (U.S. Journal/Focus, March-April, 1987; Newsweek, January, 1986) Addictive patterns tend to be passed on from generation to generation. In order to understand addictive and dysfunctional patterns, it is necessary to examine the systems that create them. We must realize that co-dependency can emerge from any family system if certain rules exist promoting dysfunctional behavior. These rules interfere in the normal developmental processes, stifling or disrupting the individuals emotional, mental, psychological and spiritual potential. Below is a comparative profile of the healthy vs. the dysfunctional family.

HEALTHY	**DYSFUNCTIONAL**
* Family environment is consistent, predictable	* Family environment is chaotic
* Feelings are openly expressed	* Feelings are suppressed
* Emotions are accepted, there is open communication, attention and support	* Emotions are not shared, personal reality is denied, must fit family "image" blame frame
* Constructive feedback	* Judgmental feedback
* Alliance flexibility	* Alliance rigidity
* Children learn to be responsible, set realistic goals, play and be themselves, develop autonomy and belongingness	* Children learn survival, feel responsible for family's pain but powerless to fix it
* Flexible roles-adaptive	* Rigid roles-no change
* Verbalized guidelines and rules are fair and flexible	* Unspoken rules of Don't Talk, Trust, or Feel, enforced by shame, guilt, and fear

Activity 1 (Continued)

THE FOLLOWING FACTS ABOUT CHILDREN OF ALCOHOLICS (COAs) HAVE BEEN ESTABLISHED:

- ☐ An estimated 28 million Americans have at least one alcoholic parent.
- ☐ More than half of all alcoholics have an alcoholic parent.
- ☐ One of three families currently reports alcohol abuse by a family member.
- ☐ Children of alcoholics are at the highest risk of developing alcoholism themselves or marrying someone who becomes alcoholic.
- ☐ Medical research has shown that children born to alcoholics are at the highest risk of developing attention deficit disorders, stress-related medical problems, fetal alcohol syndrome and other alcohol-related birth defects.
- ☐ In up to 90% of child abuse cases, alcohol is a significant factor.
- ☐ Children of alcoholics are also frequently victims of incest, child neglect and other forms of violence and exploitation.
- ☐ COAs often adapt to the chaos and inconsistency of an alcoholic home by developing an inability to trust, an extreme need to control, excessive sense of responsibility and denial of feelings, all of which result in low self esteem, depression, isolation, guilt and difficulty maintaining satisfying relationships. These and other problems often persist throughout adulthood.
- ☐ Children of alcoholics are prone to experience a range of psychological difficulties including learning disabilities, anxiety, attempted and completed suicide, eating disorders and compulsive achieving.
- ☐ The majority of people served by Employee Assistance Programs are adult COAs.
- ☐ The problems of most COAs remain invisible because their coping behavior tends to be approval seeking and socially acceptable. However, a disproportionate number of those entering the juvenile justice system, courts, prisons, mental health facilities and referred to school authorities are COAs.

NACOA HAS BEEN FOUNDED TO SUPPORT AND SERVE AS A RESOURCE FOR COAs OF ALL AGES AND THOSE WHO ARE IN A POSITION TO HELP THEM

1. We believe that children of alcoholics of all ages have a common bond.
2. We define children of alcoholics as those people who have been impacted by the alcoholism or other drug dependence of a parent, or another adult filling the parental role. This results in a recognizable, diagnosable and treatable condition which can be passed from one generation to the next.
3. Despite the widespread recognition and acceptance of alcoholism as a family illness, children of alcoholics continue to be ignored, misdiagnosed and undertreated.
4. COAs deserve the understanding, information and help they need to break out of their isolation and silence.
5. The numbers of COAs and the severity of emotional, physical and spiritual problems that can be caused by parental alcoholism are compelling reasons for increasing and improving services.
6. The problems of COAs cannot be dealt with simply within individual families or the alcoholism field alone. They should be the concern of the entire community.
7. Young, adolescent and adult COAs have a right to specific remedial and preventive services, whether or not the alcoholic parent or the rest of the family seeks help.
8. As a national association, we will direct our efforts to meet the special needs of all ethnic minorities and other underserved populations.
9. The traditional mental health approach is not sufficient for COAs when it fails to recognize and treat the specificity of their condition.
10. We recognize the healing value of participation in self-help groups for those affected by alcoholism.
11. We recognize that the abuse of other drugs by a parent and other addictive behaviors which create family dysfunction can have a serious impact on children similar to that seen in COAs. The effects of these family dysfunctions are often passed from one generation to the next.
12. This association was founded on a spirit of unity, compassion, and deep concern for all those affected by alcoholism.

THE NATIONAL ASSOCIATION FOR CHILDREN OF ALCOHOLICS HAS TWELVE GOALS:

1. To increase public and professional awareness, understanding and recognition of the needs of COAs of all ages.
2. To advocate policies and accessible services addressing the unique problems arising from being the child of an alcoholic, particularly in the area of prevention.
3. To protect the rights of children to live in a safe and healthy environment.
4. To involve the entire community, especially schools, business and industry, human services, mental health, medical, religious and law enforcement professions.
5. To help existing alcoholism programs initiate primary and comprehensive services for COAs staffed by professionals specifically trained to meet the needs of COAs.
6. To support school-based programs which acknowledge and address the problems of COAs.
7. To create a network which will promote the exchange of information and resources.
8. To encourage clinical and biomedical research related to COA issues.
9. To advocate funding from public and private sources.
10. To encourage training for professionals in issues related to COAs.
11. To develop professional guidelines for those who work with COAs.
12. To offer support to professionals who are themselves COAs.

Source: Reprinted by permission of The National Association for Children of Alcoholics, Laguna, CA.

EST COPY AVAILABL

Activity 1 (Continued)

14 CHARACTERISTICS OF CHILDREN OF ALCOHOLICS

1. We become isolated, afraid of people and authority figures.
2. We become approval seekers and lose our identity in the process.
3. We are frightened by angry people and any personal criticism.
4. We either become alcoholics, marry them, or both - or find another compulsive personality.
5. We live life from the viewpoint of helping and seeking victims, and are attracted by that weakness in our love and friendship relationships.
6. We have an overdeveloped sense of responsibility, and it is easier for us to be concerned with others rather than ourselves. This enables us not to look closely at our faults, etc.
7. We get guilt feelings when we stand up for ourselves and instead we give in to others.
8. We become addicted to excitement.
9. We confuse love with pity and tend to "love" people we can "pity" and "rescue."
10. We have stuffed back our feelings from our traumatic childhoods and have lost the ability to feel or express our feelings. It hurts so much, we deny our feelings.
11. We judge ourselves harshly and have a very low sense of self-esteem, sometimes compensated for by trying to appear superior.
12. We are terrified of abandonment.
13. Alcoholism is a family disease, and we become "co-alcoholics." We take on the characteristics of that disease.
14. Co-alcoholics are reactors rather than actors. We feel deserted by an important adult, continue to seek these people out, drive them away, and imagine we're being deserted.

The horrible truth about this is that unless these issues are confronted and resolved, they continue to haunt us and rule our decision making, our relationship, our reactions, and our lives in general, not unlike that of the untreated alcoholic.

COURSE: Relationships

UNIT: Personal Interactions

TOPIC: Contemporary Issues

LESSON: Peer Pressure

PROCESS SKILLS: The student will:

1. Examine and analyze issues of teenagers.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/V 1. Teachers should secure copies of Choices, "Peer Pressure: Why it's hard to go against the Crowd?" and "Say No--How to Back Off From Peer Pressure." Have students read and discuss the difficulties and benefits of going against the crowd.

V/CT 2. Use D.A.R.E. "Refusal Skills" to discuss with students the steps they should take to turn someone down or refuse something that goes against their beliefs and values. Check with your local police office for any information they might have on refusal skills. As a class, roleplaying situations in which refusal skills are necessary is another option.

3. Quest materials from Lions Club can be utilized in this section.

RESOURCES:

1. Choices, "Peer Pressure: Why It's Hard To Go Against The Crowd" by Mark Bregman. January 1987. V. 2, N. 5, p.p. 12-13. and "Say No - How To Back From Peer Pressure" by Peggy Nicoll. January 1987. V. 2, V. 5, p.p. 14-17.
2. Local Police Office
3. Quest materials--from your local Lions Club.

Activity 2

Name ______________________________

____

REFUSAL SKILLS

Directions: Read the following suggestions of steps to use in refusing to do something someone wants you to do. Complete the questions at the bottom of this page.

STEPS:

1. ASK QUESTIONS - "Where . . .? How will we . . . ?"

   Determine if it is a situation that will involve trouble.

2. NAME THE TROUBLE - "That's . . ."

   Tell your friend the real or **legal** name of the trouble. (stealing, DWI, cheating, etc.)

3. IDENTIFY THE CONSEQUENCES - "I would feel . . . and besides, if I got caught . . ."
   Tell your friend what you would be risking; legal, family, school, job, values, and health.

4. SUGGEST AN ALTERNATIVE, THEN START TO LEAVE - "Why don't we . . .?"

   Suggest something else to do that is fun and legal.

5. KEEP THE DOOR OPEN - "If you change your mind . . ."

   Leave and invite your friend to join you if he/she decides to come later.

GOALS: 1. Keep your friends. 2. Have fun. 3. Stay out of trouble.

Questions:

1. Have you used these types of refusal skills before? What type of situation where you in last when you had to do some refusing?

2. They say peer pressure is most pronounced at your age. What are your feelings about this? Society has some big problems with youth doing more and more illegal things. Give some suggestions about how society might deal with these problems and how youth, being influenced by friends, might handle potentially troublesome situations.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Changing Lifestyles

LESSON: Establishing a New Lifestyle/ Transitions/ Adjustments

PROCESS SKILLS: The student will:

1. Assess alternative lifestyles
   - Examine lifestyle changes between adolescence and adulthood.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V/W 1. Have a panel of former graduates come to class to discuss the transition from High School to adulthood. Suggested panel members: emancipated H. S. student graduates over the past 1, 4, and 7 years. Have students prepare questions for discussion. After the visit have students write up their feelings about how they believe and expect their lives will change after graduation. Use the "Panel Questions" as possible discussion starters.

V/CT 2. Have students discuss the transitions and adjustments they feel they will go through in establishing a new lifestyle by answering the questions on "Changing Lifestyles."

Activity 1

PANEL QUESTIONS

1. How is living on your own different from your lifestyle while you were in high school?
2. How much time do you have alone?
3. What do you do with your time alone?
4. Is it lonely to be alone?
5. Who are your friends? How do they differ from your high school friends?
6. Compare your finances now and when in high school. Do you have more or less money to do and buy the things you enjoy? Do you have money to socialize? How do you budget
7. Have your dating experiences changed in any way since high school?
8. What are your personal safety concerns?
9. What are your expectations from a roommate?
10. How is the way you relate at work different from the way you related with people at school (if person has a job)?
11. Discuss your career plans and goals. What factors have affected these goals.
12. What are your plans for continuing education/training?
13. Explain your decision-making responsibilities/rights.
14. How do you spend your leisure time? Is it different from the way you spent your leisure time in high school?
15. What types of community involvement/volunteering have you participated in since high school? Did you vote in the last election?
16. How is your relationship with your family?
17. Have the characteristics of friends changed? How?
18. Are you attracted to a different type of person?
19. Have you had any health problems or changes in your health status since high school

Activity 2

Name ______________________________

____

CHANGING LIFESTYLES

Directions: Read and complete the following questions dealing with your lifestyle changes. Answer questions completely and be prepared to discuss with the class.

1. How do you feel living on your own will differ from the lifestyle you have been a part of in high school?

2. How much time do you have alone now? How much time do you expect to have alone in the coming years? How much time do you hope to have?

3. Describe the most desirable lifestyle change you are looking forward to.

4. What are the most notable adjustments you feel you will go through in your changing lifestyle?

5. In what ways do you hope your lifestyle does not change? (You are happy with these things and hope they continue.)

6. In what ways do you hope your relationship with your family will change? Stay the same?

7. What are your goals and desires for your future? Are they attainable? When do you plan to achieve them?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Changing Lifestyles

LESSON: Establishing a New Lifestyle:

b. Activities/Interests
    1. Personal
    2. Social
c. Alone vs. Loneliness
d. Personal Safety

PROCESS SKILLS: The student will:

1. Analyze the social, emotional, legal, physical, intellectual and financial aspects of long-term relationships/marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. Have students complete "Establishing a New Lifestyle." Discuss how their activities and interests, personally and socially, will probably change as they grow older. Discuss their feeling about alone vs. loneliness and how important their personal safety is to them.

CT 2. Have the students rank in order from highest to lowest priority the items on "Lifestyle Changes." Discuss what takes priority in their lives and what effects these items might have in adjusting to their changing lifestyles.

Activity 1

Name ______________________________

____

ESTABLISHING A NEW LIFESTYLE

Directions: Read and answer the following questions dealing with issues you will face in your adult lifestyle. Answer the questions completely and be prepared to discuss them in class.

1. How do you believe your personal and social activities/interests will change in the years to come?

   - What personal activities and interests do you foresee finding important?

   - What social activities and interests do you foresee finding important?

2. Describe what you believe to be the difference between alone and loneliness? Does this concept ever worry you about your life in years to come? Explain.

3. How important is your personal safety to you? What types of safety precautions do you practice now and believe you will continue to practice?

4. Describe the most desirable characteristics of your lifestyle as you venture on your own.

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 2 Name ______________________

____

LIFESTYLE CHANGES

Directions: Rank the following items with a (I) = Important, (FI) = Fairly Important, (N) = Neutral, (FUI) = Fairly Unimportant, (UI) = Unimportant as to their importance in establishing a new lifestyle. Be prepared to discuss your answers in class.

It is important to me to

_____ • be able to continue the activities I participate in now.

_____ • continue the level of activity I do now.

_____ • have a schedule that permits leisure time.

_____ • keep in contact with the friends I have now.

_____ • have a partner that enjoys the activities I enjoy.

_____ • live alone.

_____ • have a roommate.

_____ • have family near.

_____ • visit my family often.

_____ • have contact with a number of different people.

_____ • live in a place in which I feel safe.

_____ • live somewhere besides a large city with a lot of crime.

_____ • lock my car doors whenever I am parking my car.

_____ • lock the doors and windows of my home or apartment.

_____ - when I am home alone or at night.

_____ - when I am not home.

_____ • have someone near (neighbor, family) I can go to in case of a problem.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Changing Lifestyles

LESSON: Establishing a New Lifestyle
-Attraction and Opportunities to Meet New People/Companions

PROCESS SKILLS: The student will:

1. Analyze personal lifestyle desires.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

R/W/V 1. Handout "Theories of Mate Choice" sheet.
- Assign each theory to a group.
- Each group read and analyze own theory.
- Using markers, design a poster which illustrates the theory and label.
- Present and explain each theory to other classmates.
- Discuss which one(s) they feel are most important in mate selection and why?

V/CT 2. As a total group list all the costs and rewards which may result in a relationship and decide which ones are the most important in determining if a relationship should continue or end.

Activity 1

Name ______________________

____

THEORIES OF MATE CHOICE

Directions: In your group, read and analyze the theory you were assigned. Using markers, design a poster which illustrates the theory. Present and explain your poster and theory to other classmates.

The following are suggested reasons for marrying a particular person:

- PROPINQUITY
  a. Person who is close at hand is probably a more likely candidate than the person who is far away. This theory states that people must and usually do meet each other by some form of daily association--same neighborhood, school, church, or office.
  b. The more time a couple spends together during the courtship, the more likely they are to marry. The further apart, the harder it is to spend time together (tendency toward "when I'm not near the one I love, I love the one I'm near").

- ENDOGAMY
  a. Subtle pressures to marry within one's own group (racial, religious or socioeconomic; Mennonite, Amish).
  b. Previous (until 1967 Supreme Court decision) laws requiring some races not to inter-marry still have cultural influence.

- COMPLEMENTARY NEEDS
  a. Same need in partners, but difference in degree or intensity. For example: A has high dominance need and B has low dominance need; each need complements the other's need and personality.
  b. Or, opposite needs in each partner which when fulfilling own need also fulfills the others needs. For example: A has need to dominate and B has need to be submissive or dominated by the other.
  c. Somewhat like "opposites attract."
  d. In mate selection the need-pattern of each spouse will be complementary rather than similar to the need-pattern of the other spouse.

- HOMOGAMY
  a. Like chooses like. The theory sets forth that people love, and tend to marry, those who fulfill their needs.
  b. People tend to marry those with the same or similar occupational, educational, racial, economic and religious backgrounds. For example: two people who are very competitive and need competition choose each other--also similar age, size, attractiveness, and education.

- IDEAL MATE
  a. The individual has some more or less tangible idea or ideal of what the perfect mate should be like for him.
  b. Conception of an ideal mate is within the framework of a person's value construct; therefore, when that ideal is found, the person chooses him or her.

Activity 1 (Continued)

- PARENTAL IMAGE
    - a. Child tends to develop a deep affection or sex role identification with opposite sex parent and unconsciously chooses a mate who resembles that identification. "I want a gal just like the gal that married dear old dad." In certain instances, the tie may be between brother and sister or other siblings.
    - b. If hostile relationships with parents have persisted, the individual unconsciously looks for characteristics opposite of those of the opposite sex parent.

- VALUES THEORY
    - a. Select person with the same value structure.
    - b. Put importance on the same things in life.

- EXCHANGE THEORY
    - a. You may marry the person that offers you the greatest rewards at the lowest cost of all who are available to you.
    - b. Partners continue involvement in a relationship as long as they derive more profit from that relationship than any other available to them. They discontinue relationships when the costs exceed the rewards unless they have no other alternative relationship. (May choose to suffer rather than be alone.)
    - c. Costs - unpleasant consequences
      Rewards - enjoy services provided, looks, words, prestige
      Profit & Loss - whichever is greatest - If rewards are greater than costs, have profit - vice versa, loss.
    - d. Exchange concepts operate at three levels of dating relationship:
        1. Who can date whom?
        2. Conditions of dating relationship.
        3. Decision to marry.

Source: Abstracted from Exploring Marriage and the Family by David Knox.

Activity 2

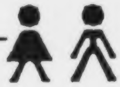
Name ______________________________

____

IS IT WORTH IT?

Directions: Choose a relationship that you are in at this time. It can be a new friend, new girl/boy friend, etc. Use the worksheet below to look at the costs and rewards of being in this particular relationship. Come up with as many under each heading as possible. Complete the worksheet by answering the questions at the bottom of the sheet.

EVALUATION OF MY RELATIONSHIP WITH ______________________________



REWARDS/ADVANTAGES	**COSTS/DISADVANTAGES**

1. Do the rewards outweigh the costs or do the costs outweigh the rewards? Is this a beneficial relationship to be in?

2. Can you think of any relationships you've been in, or are in, where the costs of the relationship truly outweigh the rewards? Give some examples of why this was/is not the best relationship to be a part of.

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Alternative Lifestyles

LESSON: Introduction.

PROCESS SKILLS: The student will:

1. Analyze personal lifestyle desires.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V 1. Bring in a panel of people from various lifestyle backgrounds (single, married, living together, roommates, communal living). Have students compile a list of questions that they would like to ask the panel members using "Life Styles - Panel."

W 2. After the panel discussion, have students evaluate the panel using "Lifestyles - Evaluation" sheet. They are to determine three things that they learned or felt were important brought out in the panel discussion.

W 3. Have students complete the "Lifestyles - Your Choice" writing assignment. They are to choose one life style and tell how it would be a realistic alternative for living in today's society. Students can share their opinions with the class and hand in assignment for evaluation.

W/CT 4. Students will explore their feelings about alternate lifestyles by using "Thoughts on Alternate Lifestyles."

Activity 1

Name ______________________________

____

LIFESTYLES - PANEL

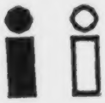
Directions: Compile a list of questions that you would ask persons on a panel about the lifestyle they have chosen.

- Singlehood

1.

2.

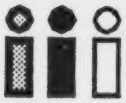
- Living Together



1.

2.

- Communes or group living



1.

2.

- Marriage

1.

2.

Activity 2

Name ______________________________
____

LIFESTYLES - PANEL EVALUATION

Directions: After the panel has spoken to the class, evaluate the experience.

1. Write an evaluation of the panel discussion on lifestyles held in class.

2. Discuss at least three factors that you learned, or felt were important to remember.

Activity 3

Name ______________________________

____

LIFESTYLES - YOUR CHOICE

Directions: Choose one lifestyle (married, singlehood, living together without marriage, or communes) and tell how it would be a realistic alternative for living in today's society.

Activity 4

Name ______________________

____

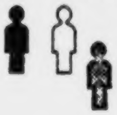
THOUGHTS ON ALTERNATE LIFESTYLES

Directions: A variety of alternate lifestyles exist in today's society. This activity will help you consider the options available and clarify your personal preferences. Answer the following questions:

1. Are nontraditional styles a weakening force on the stability of a society? Why or why not?

2. What responsibilities does a person have to society with regard to the choice of his or her adult living style?

3. List an advantage and disadvantage of each type of living style.

	Singlehood	Cohabitation 	Marriage
ADV.			
DIS.			

4. Rank the three lifestyles mentioned above in order of your preference. Explain your ranking.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Changing Lifestyles

LESSON: Alternative Lifestyles: - Single

PROCESS SKILLS: The student will:

1. Analyze personal lifestyle, desire relating to singleness.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/V 1. Design cooperative learning activities:
   a. Use the jigsaw structure to create expert groups that will share with their cooperative group on the following topics:
      1. The Single Woman
      2. The Single Man
      3. Making Single Life Work
      4. Meeting People
      5. Single Psychology
      6. Society's Perception of Singleness
      7. Choosing Singleness
   b. Ask the cooperative groups to discuss, analyze and evaluate singleness.
   c. Break back into the expert groups and ask them to teach an application of their assigned sub-topic (refer back to the above suggested list) to the large group.

R/W/V 2. Have students read the article, "Married or Single - Which is for You?" (see resources). Have students complete the questions on the worksheet, "Marriage or Singlehood." Discuss in class.

W/V 3. Have a panel discussion with single people or interview single people and conduct a survey. Interview teenagers living on their own. Beforehand, have students prepare questions for the guest speakers. They should each hand in at least three possible questions for evaluation.

R/V 4. Have students read and discuss "I Want To Be Single."

R/W 5. Conduct a Singles Awareness Week in the classroom incorporating some of the following activities:
   a. Current article and newspaper clips pertaining to singleness issues.
   b. Helpful quotes.
   c. Bulletin board and poster display.

V 6. Bring in speakers from singles groups or clubs.

W 7. Have students complete "My Personal Feelings About Being Single" to assess their feelings about the lifestyle option of singlehood.

RESOURCES:

1. "Married or Single - Which is for You?" Current Consumer and Lifestudies, April 1986.

2. Council of Better Business Bureaus, Republication Department, 1515 Wilson Blvd., Arlington, VA 22209.

3. Singles: The New Americans by Jacquelyn Simenauer and David Carroll (Simon and Schuster, 1982).

4. Current Consumer and Lifestudies Publication Issue: Volume 13, No. 9 - May 1989.

Activity 2

Name ______________________________
____

MARRIAGE OR SINGLEHOOD?

Directions: After reading the article "Married or Single - Which is For You?," or through class discussion, complete the following questions.

1. What percentage of the population in the past ten years is single?

2. What are three main reasons singlehood is on the rise?
    1.
    2.
    3.

3. What concerns do married women have vs. single women?

4. What does the "single" label refer to?

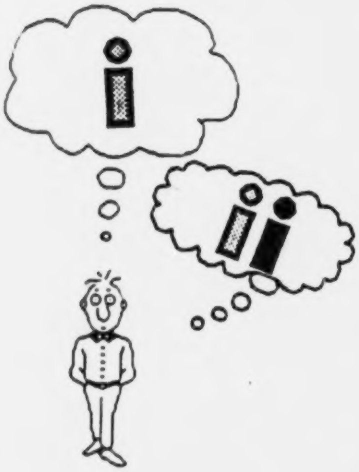
5. According to Simermauer and Carroll's poll, why haven't singles married?

6. What are some pluses to being single?

7. What is the worst feature of being single?

8. What is an important factor in singles' happiness?

9. What is love according to Erich Fromm?



Activity 4

Name ______________________________

I WANT TO BE SINGLE

- I want to have peace and quiet when I come home after a hard day at work.
- I want my time to be my own. I want to be able to do what I want when I want. I want to watch the TV programs I want to see, listen to the music I want to hear, and eat the foods I want to eat.
- I want to spend the money I earn buying the things I want. I don't want to have to explain my spending to someone else.
- I want to learn more about myself. I have to know what I want out of life before I'm ready to share my life with someone else. I have to understand myself and like myself before I can expect someone else to understand me.
- I want to spend my leisure time with many different people doing many different things.
- I want to complete my education and start a career. All my time and energy will go toward these goals for the next few years.
- I want to be free to move anywhere in the world at anytime to follow my personal interests or my career.
- I want to be free of the responsibilities of marriage and parenthood.

Activity 7

Name ______________________________

____

MY PERSONAL FEELINGS ABOUT BEING SINGLE

Directions: Assess your feelings about living as a single adult by answering the questions below.

1. What reasons do you think have contributed most to the growing number of adult singles?

2. What might be some reasons a person would choose to live as a single?

3. Would you ever choose to live as a single adult? Why or why not?

4. How do you think a single person's age affects society's views on their choice of living style?

5. What are some things you believe a person would be missing out on if they chose this lifestyle?

6. Why do you feel it is so difficult for a single person to give up single life?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationship

UNIT: Adult Lifestyles

TOPIC: Changing Lifestyles

LESSON: Alternative Lifestyles: Living Together with Significant Other

PROCESS SKILLS: The student will:

1. Analyze personal lifestyle desires.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. Have students complete "LIving Together." Discuss their feelings about cohabitation and draw some conclusions. What/who affects our beliefs about living together?

V 2. Have students research and debate the topic, "To Live Together or Not." Students should build arguments for both sides and be able to defend both. Pick the members of each team on the day of or the day before the debate.

W 3. Have students complete the writing assignment, "My Personal Beliefs About Living Together."

Activity 1

Name ____________________

____

LIVING TOGETHER

Directions: A variety of alternate lifestyles exist in today's society. In this activity, consider the option of living together (cohabitation).

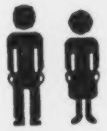
1. What are the advantages and disadvantages of participating in cohabitation? What factors have led to the acceptance, by society, of this lifestyle?

2. What are the primary differences between a marriage relationship and a cohabitation relationship?

3. What social conditions or trends have helped bring about the increased numbers of couples living together.

4. What do you feel society's views are about people living together? Are they justified?

5. What are your family's beliefs about living together? Do you feel this way also?



Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 3

Name ______________________

____

MY PERSONAL BELIEFS ABOUT LIVING TOGETHER

Directions: In the space provided, reveal your true feeling about living together. Give examples of couples you know, experiences, etc. Write or print neatly and hand in for evaluation.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Changing Lifestyles

LESSON: Alternative Lifestyles: Married

PROCESS SKILLS: The student will:

1. Analyze personal lifestyle desires.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/V 1. Use the information sheet to discuss the various types of marriage styles. Have the students choose a couple and write an essay on the style of marriage they are in.

R/CT 2. Have students read and complete the assignment, "Reasons for Marrying." They are to determine from the list the top five that might be possible reasons they would choose to get married. Then have them choose the five that would have the least effect on their choosing to marry. They should be able to explain their reasons. Use for class discussion.

V 3. Use "Arguments Against Early Marriage" part of the information section. Have a debate on the age at which teenagers should be able to marry, and when teenagers are ready for marriage. Use for class discussion.

R/W/V 4. Have students complete the "Personality Needs" assignment to identify personality needs which affect one's attraction to, and relationship with a partner. Analyzing the ability of partners to meet one another's needs and identifying qualities important to relationships are two additional objectives of the activity.

R/V 5. Read and discuss "I Want To Be Married."

W/CT 6. Have students complete "My Feelings About Marriage." Discuss the issues of marriage and the students responses to such issues.

INFORMATION SHEET
ALTERNATIVE LIFESTYLE - MARRIAGE

- CONFLICT-HABITUATED is characterized by constant disagreement and quarreling. While most of us would probably find such a marital relationship intolerable, these couples apparently thrive on the conflict and verbal skirmishes. In fact, it is the stimulation provided by the continual conflict that presumably holds the marriage together - often aided by a satisfactory sex life. In short, the couple constantly fight, yet do not break up. They remain together because they somehow find the conflict and fighting rewarding.

  Often such discordant marital patterns are based on provocation, in which both partners do or say things that they know will annoy the other, as if they receive satisfaction from keeping things stirred up. In any event, for better or for worse, they create their own unique pattern of interaction as well as the climate and quality of their marriage.

- PASSIVE-CONGENIAL differs from the devitalized in that the partners never had anything but an empty relationship to begin with and hence experience no sense of having lost an exciting and satisfying relationship. Often the marriage is one of convenience, and the couple remain together because of inertia, children, community standing, or financial considerations.

  Many enter such marriages in a calculating and unemotional way. While the lack of emotional involvement typically results in less conflict, the marriage is also less satisfying. The partners are resigned rather than committed to each other.

- TOTAL is similar to the vital but has more facets. Not only is the relationship a close and loving one, characterized by open communication and effective conflict resolution, but the process of sharing is even more strongly emphasized. There is a minimum of conflict and of private experience. Even business deals and professional activities are worked out together. Couples in such marriages may operate a store together, or write books together, or otherwise intertwine their professional and personal lives.

- VITAL is a relatively ideal type of warm, loving relationship in which the partners are intensely interested in and committed to their relationship. They are not locked into restrictive togetherness, and each is given room for autonomy and personal growth. At the same time, they engage in a great deal of mutuality and sharing. They place a premium on open communication and the quick resolution of conflicts. Chronic conflicts are rare. Most couples in vital marriages consider sex important and pleasurable, and the partners work at achieving sexual compatibility.

  Paul Ammons and Nick Stinnett (1980) have found that partners in vital marriages tend to possess personality traits that foster (a) "otherness" rather than "selfness," (b) sexual expressiveness, (c) determination, and (d) high ego strength, or stress tolerance. Ammons and Stinnett consider the greatest danger to vital marriages to stem from failure to balance individuality and mutuality (separateness and togetherness) - either extreme represents a serious danger to the relationship.

  Cuber and Harroff consider vital marriage to be the most satisfying and happy type but also the least common. It corresponds closely to Lederer and Jackson's category of satisfactory-stable, which has also been found to be rare and usually confined to marriages that have withstood the test of time.

- DEVITALIZED the couple once had a close and loving relationship, including a fulfilling sex life, but have drifted into an "emotional divorce" and empty marriage.

  Even though the couple feel little more than indifference toward each other and have an unsatisfactory sex life, they somehow get along and maintain the marriage. Many undoubtedly consider it natural for marriage to become dull and routine after the romantic excitement and unrealistic highs of the earlier months and years of marriage have passed.

  Cuber and Harroff have concluded that the devitalized marriage is probably the most common type in our society. It appears to correspond quite closely with the satisfactory - unstable category of Lederer and Jackson's classification. And with time and change, it is highly vulnerable to dissolution.

- Because marriage is subject to change over time, marriages may shift from one style to another. Furthermore, each type of marriage may be based on a traditional or egalitarian marriage script. Understanding the differences between marriage types may be helpful in planning the type of relationship you want and in working toward its achievement. It can also help those who are already married better understand the type of relationship they have established. In developing a marriage, partners can create their own heaven or hell, or perhaps their own purgatory.

ARGUMENTS AGAINST EARLY MARRIAGE

- Early marriage leads to too-early acquisition of family responsibilities.
- Early marriage limits educational possibilities.
- Early marriage often limits the knowledge of each other's family background.
- A teenage marriage generally puts more financial responsibility on the parents of the young couple.
- As people grow older their standards change, their early choice may not be the same as their later one.
- Marrying teenagers are often immature and immature parents cannot rear mature children.
- There is a higher infant and maternal death rate among teenage mothers.
- Often these marriages are the result of impetuousness, rebellion, poor judgment; they therefore have little chance of being successful.

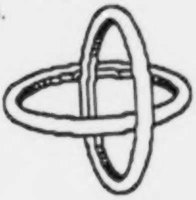
Activity 2

Name ______________________________

____

REASONS FOR MARRYING

Directions: Read the following common reasons for getting married. Determine the top five reasons you might choose marriage and also the five reasons that are least likely to cause you to choose marriage. Be prepared to discuss with your classmates.



1. Romantic love attachment.
2. Desire to overcome loneliness.
3. Meeting personality needs.
4. The fact that everyone is getting married and the prospect of becoming an old maid (or bachelor) is not desirable.
5. Opportunity to gain social status.
6. Desire to escape into a problem free world.
7. Parents' wishes or social pressure.
8. Desire to become economically secure.
9. Similar aspirations and ideas of you and your future needs.
10. Fear of separation because of military service, travel, or job prospect.
11. Desire to escape from trouble at home.
12. Desire to escape from trouble at school.
13. Desire to have a baby.
14. Prospect of freedom to do as you please.

Activity 4

Name ______________________

____

PERSONALITY NEEDS

Directions: Prioritize the list of personality needs that may be satisfied through relationships. In column (A) place number 1 next to your most important need and order the list to your least important need. (B) Check the needs you would expect your partner to meet. (C) Check the needs that could be met by your partner and others. (D) Check the needs that could be met just by others in your life. Remember, it is impossible to expect a partner to meet all of one's needs. After completing the first part, answer the questions on the next page.

A	B	C	D
	PARTNER	P & O	OTHERS
• CONFIDE IN			
• SHOW AFFECTION			
• RESPECT MY IDEAL			
• APPRECIATE WHAT I WISH TO ACHIEVE			
• UNDERSTAND MY MOODS			
• HELP MAKE MY DECISIONS			
• STIMULATE MY AMBITION			
• LOOK UP TO ME			
• GIVE ME CONFIDENCE			
• BACK ME IN DIFFICULTY			
• APPRECIATE ME JUST AS I AM			
• ADMIRE MY ABILITIES			
• MAKE ME FEEL IMPORTANT			
• RELIEVE MY LONELINESS			
• LOVE ME			

Activity 4 (Continued)

Answer the following questions; discuss them with your partner first if you wish.

1. Why do partners have difficulty meeting one another's needs? Give five possible reasons.

   a.

   b.

   c.

   d.

   e.

2. What could partners do to better meet the other's needs and improve the quality of the relationship? Think of five strategies.

   a.

   b.

   c.

   d.

   e.

3. How could meeting a partner's needs possibly affect one's own needs? Explain both positive and negative aspects.

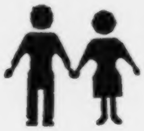
   Positive:

   Negative:

Activity 5

Name ______________________________

I WANT TO BE MARRIED



- I want someone "to come home to."
- I want the security of a lasting commitment.
- I want a companion with whom I can enjoy going out to dinner, going to movies, traveling, golfing, bowling, hiking, and just sitting and watching television.
- I want a best friend with whom I can talk - really talk. We would know and understand each other so well that we could relax and be ourselves.
- I want to share my feelings and emotions (both happy and sad) with someone and to share that person's feelings and emotions.
- I want to love someone and to have that person love me.
- I want to share the experiences of raising children - everything from changing diapers, to watching soccer games, to attending graduations.
- I want to share the experience of growing old with someone I love.

Activity 6

Name________________________________
____

MY FEELINGS ABOUT MARRIAGE

Directions: Read and answer the following question dealing with your feeling about the lifestyle choice of marriage. Some of the information can be found in the article you read earlier, "Married or Single - Which is For You?"

1. What percentage of Americans will eventually marry?

2. What concerns do married women have vs. single women?

3. How does marriage help a person grow?

4. What do good marriages provide for the people involved?

5. What are some expenses of marriage?

6. What are some disadvantages for married women economically?

7. What are the primary advantages of marriage for men? For women?

8. What do you believe are society's views on marriage?

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Changing Lifestyles

LESSON: Alternative Lifestyles: Friends/Companions

PROCESS SKILLS: The student will:

1. Analyze personal life desires.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT/V 1. "Roommates" handout. Students complete questions, then discuss in class. You may have students work alone or in pairs.

R/W/V 2. Have students read in the classified ads advertisements for roommates. Discuss what types of things people include in ads. What characteristics are they looking for in a roommate (non-smoking, female/male, religious beliefs, etc.)? Have students write an ad requesting a roommate. What types of stipulations do they have? What type of roommate are they looking for?

V/CT 3. Brainstorm characteristics of a good roommate. Place these on the board or a transparency. Have the students rate the characteristics from highest to lowest as to how important it would be for a roommate of theirs to possess these characteristics. Discuss the advantages and disadvantages of having roommates.

W 4. Have students complete "My True Feelings About Having A Roommate." They are to include whether or not they would choose this type of lifestyle, what they would look for in a roommate, important characteristics the roommate should possess, what they would not like about having a roommate, and whom they might choose as a roommate if they had the choice.

Activity 1

Name ______________________________

____

ROOMMATES

Directions: Read and complete the following questions dealing with roommates. Answer the questions completely and be prepared to share in a class discussion.

1. List 5 advantages and 5 disadvantages of living with a roommate of the same sex.

   Advantages:

   1.

   2.

   3.

   4.

   5.

   Disadvantages:

   1.

   2.

   3.

   4.

   5.

2. Describe at least 4 ways in which the above lists might change if the roommate were of the opposite sex.

   1.

   2.

   3.

   4.

3. List at least 5 responsibilities that you and your roommate need to divide/share.

   1.

   2.

   3.

   4.

   5.

Activity 1 (Continued)

4. Describe how you visualize your perfect roommate in the following areas (include at least 2 items in each area):

HOUSEKEEPING SKILLS AND ATTITUDES
1.
2.
3.

ENTERTAINMENT ACTIVITIES: LIKES AND DISLIKES
1.
2.
3.

PERSONAL HABITS
1.
2.
3.

MONEY MANAGEMENT SKILLS AND ATTITUDES (be realistic, there aren't many rich people out there looking for a roommate)
1.
2.
3.

PERSONALITY
1.
2.
3.

OTHER (has pet, etc.)
1.
2.

5. What 2 things about yourself do you expect your roommate to tolerate without complaint?
1.
2.

Activity 4

Name ______________________________

____

MY TRUE FEELINGS ABOUT HAVING A ROOMMATE

Directions: In the space provided, write an essay on your true feelings about having a roommate. Include whether you would choose this type of life style; what you would look for in a roommate; what are important characteristics your roommate should possess; what you would not like about having a roommate; and whom you might choose as a roommate if you had the choice.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Changing Lifestyles

LESSON: Alternative Lifestyles: Communal Living (Multiple Roommates)

PROCESS SKILLS: The student will:

1. Analyze personal life desires.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

V 1. Brainstorm as a class all the communal living arrangements available as a lifestyle choice (army communal living, dorm living, hippie generation, etc.).

R/W/V 2. Have students research other cultures and their communal living styles. Write up a report to hand in for evaluation. Have students share their findings with classmates. You might want to pair up students if resources and topics are limited.

W 3. Have students write an essay on "My True Feelings About Communal Life." Have them include whether or not they would enjoy this lifestyle, what they see as advantages and disadvantages, and their personal feelings about communal life.

Activity 3

Name ________________________
____

MY TRUE FEELINGS ABOUT COMMUNAL LIVING

Directions: Write an essay on your feelings about communal living. Include whether or not you would consider this as a lifestyle option, what you believe to be the advantages and disadvantages of this type of living arrangement, and your personal feelings about communal living.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Readiness for Long-term Relationships

LESSON: Introduction

PROCESS SKILLS: The student will:

1. Analyze the social, emotional, legal, physical, intellectual and financial aspects of long-term relationships/marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R 1. Students will determine their commitment to a marriage and how prepared they each feel for the commitment by completing "Readiness for Commitment."

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Readiness for Long-term Relationships

LESSON: Personal Expectations

PROCESS SKILLS: The student will:

1. Analyze the social, emotional, legal, physical, intellectual, and financial aspects of long-term relationships/marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. Use "Expectation of Marriage" handout to assist students in evaluating their expectations for marriage. Follow the directions given.

W/CT 2. Have the students complete "My Expectations of Marriage." Discuss with students the changes in society that have led to changing roles and expectations in marriage (women in the workforce, more childless families, daycare options).

W/CT 3. Have students interview someone over 60 about the expectations they had in their marriage. How did the expectations of the person interviewed change over the years. In general how does the student feel expectations have changed from the ones held by the person they interviewed?

R/W 4. In groups of three to four students have each group organize concepts and characteristics (see "Long-term Relationships: Concepts and Characteristics") that may or may not be important in a long-term relationship. They should sort the concept strips you have provided them with. First, they sort them into groups that they feel are either important or unimportant, and second, prioritize the characteristics which were important from most to least important. Have one student for the group record the group's responses to the questions asked on "Long-term Relationship - Important Characteristics". As a group they should then write a group paragraph which explains something about the priority list.

Activity 2

Name______________________________
____

MY EXPECTATIONS OF MARRIAGE

Directions: Read and answer the following questions dealing with your expectations of marriage. Be open and honest. No reason to hide your true feelings.

1. What type of relationship do your parents have? What are your father's expectations of your mother and your mother's expectations of your father? Do you feel their expectations are justified and ones that you will carry with you into a marriage?

2. How do you feel about marriage partners going into a marriage with certain expectations?

3. What expectations might you have in a marriage? Who should be responsible for what?

4. Expand on your feelings concerning society's effects on expectations in marriage.

5. A couple is planning to get married. The gentleman doesn't want his future wife to work but stay home and raise the children they plan to have. He will help out at home when needed, but he feels he needs to be the bread winner and provide for the family. What are your reactions to this scenario?

6. Margo spent many years in school to become a family doctor. Tim went to school but was never fond of working. Tim stays home with their two children while Margo has become a successful family practitioner. Tim cleans, cooks, runs the errands and takes care of the girls. What are your reactions to this scenario?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 1

Name ______________________________

____

EXPECTATIONS OF MARRIAGE

Directions: Imagine that you are engaged to the man or woman of your dreams and rank the following items according to the importance you give each expectation. The ranking order is as follows: (1) I have no expectations or hopes in this matter; (2) This is not really important to me; (3) This is important to me; (4) This is very important to me.

In my marriage, I expect...

1. that I will become a better person.	1	2	3	4
2. that I will earn my own money.	1	2	3	4
3. that I will continue my education.	1	2	3	4
4. good meals.	1	2	3	4
5. a clean house.	1	2	3	4
6. honesty from both my spouse and I.	1	2	3	4
7. neatness from both my spouse and I.	1	2	3	4
8. compliments between us.	1	2	3	4
9. that I will be able to share everything with spouse.	1	2	3	4
10. to give you time alone when you need it.	1	2	3	4
11. to listen to whatever you tell me.	1	2	3	4
12. to hold a job.	1	2	3	4
13. to spend my leisure time with you.	1	2	3	4
14. to give a lot of affection.	1	2	3	4
15. to treat you always with kindness and respect.	1	2	3	4
16. to help with raising the children.	1	2	3	4
17. to worship with you.	1	2	3	4
18. to share meals with you.	1	2	3	4
19. to live without indulgence in drugs or alcohol.	1	2	3	4
20. to be patient.	1	2	3	4
21. to be able to discuss our faults without anger.	1	2	3	4
22. that I will forgive and be forgiven for mistakes.	1	2	3	4
23. that you will be my best friend.	1	2	3	4
24. that I will say "thank-you" for things you do for me.	1	2	3	4
25. that we will not be sarcastic to one another.	1	2	3	4
26. that we will discuss money matters together.	1	2	3	4

Activity 1 (Continued)

27. that we will seek each other's sexual satisfaction.	1	2	3	4
28. that we will work together in our home.	1	2	3	4
29. that you will trust me.	1	2	3	4
30. that you will be kind and respect me.	1	2	3	4
31. that you will not put me down in public.	1	2	3	4
32. that you will never strike me.	1	2	3	4
33. that you will talk your problems through with me.	1	2	3	4
34. that we will not use silence to hurt one another.	1	2	3	4
35. that shouting will not be a part of our lifestyle.	1	2	3	4
36. that we can accept each other's work and schedule.	1	2	3	4
37. that we will allow the other some leisure time apart.	1	2	3	4
38. that jealousy will not be in our life.	1	2	3	4
39. that each will be allowed to have friends.	1	2	3	4
40. that time with friends is open discussion for us.	1	2	3	4
41. that you will respect my sexual morality.	1	2	3	4
42. that you will respect my religious life.	1	2	3	4
43. that I will know our financial situation at all times.	1	2	3	4
44. that one day we will own our own house.	1	2	3	4
45. that you will let me have an animal in the house.	1	2	3	4
46. that you will call when you are going to be late.	1	2	3	4
47. that you will not desert me at parties.	1	2	3	4
48. that you will allow me to dance with others.	1	2	3	4
49. quiet evenings together.	1	2	3	4
50. that we will remember important dates.	1	2	3	4
51. that you will give me gifts.	1	2	3	4
52. to share what we have been doing while apart.	1	2	3	4
53. you to play sports.	1	2	3	4
54. you to watch television with me.	1	2	3	4
55. to be allowed to read when I want to.	1	2	3	4
56. to have some friends in and go to their homes.	1	2	3	4
57. you to get along with my family.	1	2	3	4
58. you to "go-out-on-the-town" with me.	1	2	3	4
59. you to accept criticism without anger.	1	2	3	4

Activity 1 (Continued)

60.	we will share the cooking at home.	1	2	3	4
61.	we will often tell each other, "I love you."	1	2	3	4
62.	that we will be open and honest about our expectations of each other.	1	2	3	4

Activity 4

LONG-TERM RELATIONSHIPS - CONCEPTS AND CHARACTERISTICS

TEACHER: Place the following set of concepts and characteristics on note cards to pass out to each group.

- ATTRACTIVE PHYSICAL FEATURES
- ESTABLISHED IN A CAREER
- HAS AT LEAST $1000 IN THE BANK
- HAS GRADUATED FROM HIGH SCHOOL OR ATTAINED GED
- HAS BEEN LIVING ON OWN AWAY FROM PARENTS
- HAS GRADUATED FROM COLLEGE OR COMPLETED POST HIGH SCHOOL TRAINING
- OWNS AN AUTOMOBILE
- RARELY IS SICK WITH COLDS, FLU, HEADACHES
- SPENDS TIME EACH MONTH WITH FRIENDS OF THE OPPOSITE SEX
- SPENDS TIME EACH MONTH WITH FAMILY OR WRITES THEM FREQUENTLY
- REMEMBERS SPECIAL OCCASIONS (BIRTHDAY, ANNIVERSARIES) OF FAMILY & FRIENDS
- READS LOCAL/NATIONAL NEWS IN THE NEWSPAPER
- HAS PURCHASED HEALTH INSURANCE
- BUYS OWN FOOD AND CLOTHING
- SETS LONG- AND SHORT-TERM GOALS FOR SELF
- EARNS AT LEAST $1200 (GROSS) A MONTH
- HAS AT LEAST ONE HOBBY (SPORTS, SEWING, COOKING, VOLUNTEERING, ETC.)
- KEEPS LIVING ENVIRONMENT CLEAN AND NEAT
- DRESSES NEATLY, ATTRACTIVELY, WELL GROOMED
- THINKS OF OTHERS BEFORE HE/SHE ACTS
- USUALLY DOES NOT YELL, SCREAM, CRY WHEN FRUSTRATED

Activity 4 (Continued) Name ______________________________

____

LONG-TERM RELATIONSHIPS - IMPORTANT CHARACTERISTICS

Directions: After organizing the concepts and characteristics in your groups, answer the following questions.

1. These are the characteristics that we decided were not important to be ready for a long-term relationship.

   Our reasons for this were:

2. These are the characteristics we felt important from most to least important:

   The top five are particularly important because:

   The last five are less important because:

3. When persons do not have the important characteristics, long-term relationships will be affected in these ways:

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Readiness for Long-term Relationships

LESSON: Prioritizing Commitment:

- a. Career
- b. Personal Interests
- c. Relationships
  - 1. Friends
  - 2. Family
  - 3. Significant Other

PROCESS SKILLS: The student will:

1. Analyze the social, emotional, legal, physical, intellectual and financial aspects of long-term relationships/marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. Have students complete the appropriate "Prioritizing Commitments" worksheet. Stress the fact that there is more to a relationship than just each other. There are careers, interests, and other relationships that all come into play.

W/V 2. Have a couple that has been married for a year or so come in and talk about how their lives changed after marriage. Have them discuss the topic of careers, and how their relationship has changed their personal interests. Finally, how their relationships with their friends and family have changed. Another idea for resource people might be: a relationship in which the wife is the main breadwinner, husband is a "Mr. Mom."

R/W/CT 3. Have students read and respond to the scenarios on "The Mature Reaction" worksheet. They need to respond in a mature manner, one that would cause the least conflict in their relationship.

Activity 1

Name ______________________________

____

PRIORITIZING COMMITMENTS--GIRLS

Directions: Read and answer the following questions dealing with commitments in a long-term relationship. Be honest.

1. How would you feel if your mate didn't want you to work? What are your career aspirations? How do you think this career choice might affect your relationship?

2. What are your personal interests? What if your mate does not have the same interests as you? Will you still participate in what you enjoy?

3. How much time do you hope to spend with your friends after you are married? How do you believe the amount of time you spend with them now will change? How much time do you feel appropriate for your mate to spend with his friends?

4. How much time do you hope to spend with your family after you are married? How much time do you feel is appropriate?

5. How important do you believe it is to get along with your in-laws? Explain.

♀

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 1 (Continued) Name ______________________

PRIORITIZING COMMITMENTS--GUYS

Directions: Read and answer the following questions dealing with commitments in a long-term relationship. Be honest.

1. What are your career aspirations? How do you think this career choice might affect your relationship? How would you feel if your wife had a high-paying, higher prestige job? Would you be willing to relocate with her position?

2. What are your personal interests? What if your mate does not have the same interests as you? Will you still participate in what you enjoy?

3. How much time do you hope to spend with your friends after you are married? How do you believe the amount of time you spend with them now will change? How much time do you feel appropriate for your mate to spend with her friends?

4. How much time do you hope to spend with your family after you are married? How much time do you feel is appropriate?

5. How important do you believe it is to get along with your in-laws? Explain.

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 3

Name ______________________________

____

THE MATURE REACTION

Directions: The following are common situations that happen in relationships. Whether an old or a new relationship, these situations happen and are many times difficult to deal with. Being the mature person you are and wanting to react in the most appropriate manner causing the least amount of conflict in your relationship, how would you handle the following situations?

- **Girls:** You worked while your husband completed his master's degree. At this point in your three-year marriage, you are both employed. You are ready to quit work for a few years and start a family. Your husband loses his job. What will your response be?
  Guys: Your wife is a college professor. You are a high school math teacher in town, a job you really enjoy. You have four children, two of which have been in school for several years. Even with the two of you working you don't have the money to enjoy some things you would like. Your wife receives a job offer that will require you to relocate. The salary is a $10,000 a year increase. What would you do?

- **Girls:** You really enjoy vacationing because you did so every summer when you were a kid. Your husband's family went on very few vacations when he was growing up; therefore, he doesn't feel it is important and believes it to be a waste of money. You haven't been on a vacation since your honeymoon, which was seven years ago. The argument your husband provides you with is that your schedules haven't allowed you the time off and he really enjoys being at home. How would you deal with this?
  Guys: Your wife has been in her new job three months. Several couples in her office have invited you to go for a weekend camping. One of the people doing the inviting is your wife's boss. Your wife enjoys camping because she did a lot of it when she was a kid. You can't stand it. You believe it to be boring, a hassle to set up the equipment and use the facilities, and can't stand having to wear mosquito repellent all the time. Since she has only been working in this position for three months and has already been asked by her boss to participate in a group activity, she feels it's very important you both go. What should you do?

Activity 3 (Continued)

- **Girls:** It is 7:00 p.m. Friday evening and you have supper waiting on the table. Around 8:00 p.m. your husband walks in the door. You ask him where he has been (since you didn't receive a phone call) and he indicates he and some friends went out after work. How can you handle this situation?
  Guys: You and your spouse got in an argument. Your wife proceeded to go over to her best friend's house. It is 11:00 p.m. and she is not home yet so you go to bed. She arrives home around 1:00 a. m., climbs in bed and doesn't say a word. The next morning you leave early to work and are unable to discuss your argument. You arrive home and your wife and her best friend are talking. The friend says: "I really think you are being unfair to ----." What would your mature response to this situation be?

- **Girls:** You have been married for five years and have two small children. Every Easter you all pack up and visit your in-laws. The Easter Bunny has to follow you to Grandpa and Grandma's house. Every Easter you purchase the normal amount of goodies to place in the kids easter baskets. When it comes to filling them your mother-in-law supplies you with scads of additional candy and toys. Therefore, the Easter Bunny appears to be very generous. Your children comment "I wonder if the Easter Bunny will give us as much as he did last year?" This happens every Easter. What should you do?
  Guys: Your father-in-law is still rather protective of his daughter even though you have been married to her for six years. Every time you visit your in-laws, your father-in-law asks you if you checked your oil, had a tune-up lately, or bought those new tires you planned on purchasing. "You know the safety of your family comes first," he says. How should you respond?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Readiness for Long-term Relationships

LESSON: Levels/Rights/Responsibilities: Dating

PROCESS SKILLS: The student will:

1. Analyze the social, emotional, legal, physical, intellectual, and financial aspects of long-term relationships/marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R 1. Answer survey questions on "Dating" handout. Use for class discussion.

V/CT 2. "TABA" handout. Brainstorm for part I. As a class, do parts II - IV. In small groups, do parts V - VII. Then see how group responses vary.

W/CT 3. "Dating Self Analysis" handout. Students follow directions for the activity.

INFORMATION SHEET
DATING

"Good Old Days" Theory:

- Boy calls girl and asks her out.
- He arrives to pick her up at a prearranged time.
- He takes her out to dinner and a movie and foots the bill.
- He sees her home.
- There were definite rules and roles in the dating game.

Today:

- Changing world - full of options not available to parents and grandparents.
- Social forces have influenced changes in the world of dating:
  - Women's movement has helped girls feel free to ask out boys.
  - Inflation - ever increasing cost of movies, meals, and music - prompted young couples to split dating expenses.
  - Changes in today's family - the rise of single-parents, dual earner, "blended," racially and religiously mixed families -- created an atmosphere in which traditional roles are no longer always played out.
- Young people have choices that past generations never dreamed possible.

In some sense of the word, dating is still a big part of most young people's social lives, their dreams and their fears.

Activity 1

Name ______________________

____

DATING

Directions: Circle the letter for the appropriate response to each question.

1. Are you a) a girl or b) a boy?

2. How old are you?
   a) 14 b) 15 c) 16 d) 17 e) 18 or older

3. When you go out with the opposite sex, is it usually
   a) as a twosome "date"
   b) with a group
   c) as someone's date within a group
   d) with your steady boyfriend or girlfriend?

4. Is this true of most people at your school?
   a) yes b) no

5. How many times would you have to date someone before considering the relationship as "serious?"
   a) 1-3 b) 4-6 c) 7-9 d) 10 or more

6. Where are you most likely to go on a "date?" (circle two)
   a) movie b) dinner c) party d) dance e) concert
   f) school sports event g) home h) museum or other cultural activity
   i) bowling, golfing, or other sports activity

7. Where are you most likely to go with a group of people of both sexes? (circle two)
   a) movie b) dinner c) party d) dance e) concert
   f) school sports event g) home h) museum or other cultural activity
   i) bowling, golfing, or other sports activity

8. What is your average cost of a date? (two people)
   a) under $5 b) $5 - $10 c) $11 - $15
   d) $16 - $20 e) $21 - $25 f) over $25

9. What would you estimate to be the average cost of a date nationwide? (two people)
   a) under $5 b) $5 - $10 c) $11 - $15
   d) $16 - $20 e) $21 - $25 f) over $25

10. When you go on a date, who usually pays?
    a) the boy b) the girl c) "Dutch" treat (each pays own way)

Activity 1 (Continued)

11. With which statement do you most agree? (circle one)
    On a first date . . .
    a) the boy should always pay.
    b) the person with the higher-paying job or biggest allowance should pay.
    c) the person who initiated the date should pay.
    d) each person should pay his or her own way.

12. With which statement do you most agree? (circle one)
    If a couple is dating steadily . . .
    a) the boy should pay.
    b) the person with the higher-paying job or biggest allowance should pay.
    c) the person who initiated the date should pay.
    d) each person should pay his or her own way.

13. Where do you (or the people you date) get the money to finance dating?
    a) part-time job b) full-time job c) allowance d) asking parents each time

14. Do you regularly budget your finances to ensure that you have money for dating?
    a) yes b) no

15. How old were you on you first date?
    a) 12 or younger b) 13 c) 14 d) 15 e) 16 f) 17 g) 18 ->

16. Would you date someone five years older than you?
    a) yes b) no

17. Would you date someone ten years older than you?
    a) yes b) no

18. Would you date someone two or more years younger than you?
    a) yes b) no

19. Would you date someone of another religion?
    a) yes b) no

20. Would you date someone of another race?
    a) yes b) no

21. How would your parents react to your dating someone of another race or religion?
    a) They would be upset by both.
    b) They would be upset if I dated someone of another race, but not care about the difference in religion.
    c) They would be upset if I dated someone of another religion, but not care about the difference in race.
    d) They would not be upset either way.

Activity 1 (Continued)

22. What two things are most important in a date or potential date? (circle two)
    a) personality b) looks c) sense of humor d) crowd he or she runs with
    e) money f) special talent or athletic ability g) values
    h) intelligence i) similar interests

23. What is most important to you?
    a) having a steady boy/girlfriend
    b) dating lots of people
    c) having lots of friends without having to date

24. Is your answer to #23 true of most people at your school?
    a) yes b) no

25. Do you think it is possible to be "just friends" with someone of the opposite sex?
    a) yes b) no

26. Who would you turn to for advice and to express your concerns about dating?
    a) older sibling b) friend of same sex c) friend of opposite sex
    d) father e) mother f) other

For girls only:

27G. Have you ever asked a boy for a date?
    a) yes b) no

28G. Would you ever ask a boy for a date?
    a) yes b) no

For guys only:

27B. Has a girl ever asked you out?
    a) yes b) no

28B. Would you go out with a girl if she asked you?
    a) yes b) no

29. Which of the following has most influenced your attitudes toward dating?
    a) friends b) parents c) media d) personal experiences
    e) school as a whole f) religion/upbringing g) other

30. With which statement do you most agree?
    a) The "good old days" were really better; changing roles and attitudes have caused more problems than they're worth.
    b) It's about time things started changing; I am happy about the changing roles and attitudes.

Source: Current Consumer and Lifestudies, (September, 1985). p.p. 25-26.

Activity 2

TABA MODEL - DATING

Directions: Use this worksheet to lead the students through the exercise to develop an understanding of all the reasons why a person considers dating, and what the mutual benefits are.

I. Ask questions to generate a list.

List all the reasons why you think people date.
1 companionship
2 popularity - to prove popularity
2 get out of the house
2 go out (able to go places)
2 someone to buy dinner
2 escort
2 loneliness
2 security
1 likes the person
1 get to know someone better
2 take advantage of someone
1 fun
2 sex
1 affection
1 love
2 parental pressure
2 peer pressure
1 share activities

II. Group items into categories that are similar.

1. Which reasons belong together? On what criterion?

III. Mutual benefits - satisfy	One's selfish needs are
•needs of both	•being satisfied
•rational	•non-rational
•mature	•not mature

2. What else might fit into this category?
3. Do you want to change any?

IV. What can we label each of these groups?

What words or phrases could identify this idea?

Explain why you think this label is appropriate?

Activity 2 (Continued)

V. What similarities do you see?
(the 1's benefit both and are for non-selfish reasons)

What differences do you note?

What makes the group different?

Do you see any relationships between the groups?

VI. Can you draw any conclusions? What seems to be the summarizing idea?

- Dating can benefit both individuals.
- Dating can involve using someone else to satisfy one's own selfish needs.

VII. What would happen if one person continually used another? How would that make both individuals feel? How would this affect their future dating experiences? How would you avoid getting into a dating situation like this? Are there any warning signs to be aware of? What are some alternatives to dating?

Source: Developed by Judy Lundquist, Longmont High School.

Activity 3

Name ______________________

____

DATING SELF-ANALYSIS

Directions: Using the following questionnaire, rate these needs in personal relationships in order of their importance to you (1 - 10, 1 being most important).

_____ Companionship

_____ Understanding

_____ Support in trouble

_____ Reassurance

_____ Shared experiences

_____ Sexual fulfillment

_____ Openness/honesty

_____ Sense of humor

_____ Common interests

_____ Acceptance

Explain your reasons for ranking these qualities in the way in which you did.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Readiness for Long-term Relationships

LESSON: Levels/Rights/Responsibilities: Living Together

PROCESS SKILLS: The student will:

1. Analyze the social, emotional, legal, physical, intellectual and financial aspects of long-term relationships/marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/CT 1. Have students read and react in writing to the scenarios on "Living Together/Scenarios." Discuss as a class the levels, rights, and responsibilities of couples who choose to live together.

V 2. Have a couple who have been living together for several years discuss with the class the level at which their relationship is at and the ways in which their rights are different from those of a married couple. You might have them talk about the responsibilities each of the individuals in the relationship take. (Who pays for what?, etc.) What things do they feel would change if they were married? What social or societal problems do they see in choosing this type of living arrangement?

Activity 1 Name ______________________

____

LIVING TOGETHER/SCENARIOS

Directions: Read and react to the following scenarios dealing with the levels, rights and responsibilities of couples choosing to live together.

Mark and Deb have lived together for 5 years, to the dismay of their parents. Mark and Deb share a car, home, furniture, and many miscellaneous items. They participate in activities both on their own and together. People who are unaware of their arrangement believe them to be married. When asked why they haven't been married they respond, "Well, we're just not ready," or "We feel married, there is no need to go through all that trouble for a couple of papers." What do you think about this situation?

Mary and Bob have been living together for three years. Mary works full-time as an interior designer and Bob manages to bring money into the relationship through several part-time positions. In the three years they have been together, Mary has done numerous things to their apartment to improve it's appearance. Together they purchased several items such as a living room set, stereo, window coverings, kitchen appliances and several small items. (Being an interior designer Mary purchased the items at a discounted price.) Things haven't been the best in their relationship for quite some time. Mary wants out of the relationship. In addition, she wants to take along with her the living room furniture, window coverings, the kitchen appliances and numerous small items they have collected over the years. Bob would get the stereo. What do you think?

Ryan and Farrah have been living together for eight years. They have yet to make the commitment of marriage. Farrah gives birth to Ryan's child. In the hospital the child needs to be given a full legal name. Which name should the child take? Ryan believes since he is the male it should be obvious that this little love child should bear his last name. Farrah feels it would be unfair to give the child Ryan's last name instead of hers (besides she carried the child for 9 months). What do you think?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Readiness for Long-term Relationships

LESSON: Levels/Rights/Responsibilities: Marriage

PROCESS SKILLS: The student will:

1. Analyze the social, emotional, legal, physical, intellectual, and financial aspects of long-term relationships/marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/V/CT 1. A variety of handouts are available which can be used as personal questionnaires or for generating discussion in the classroom. Examples are:
   a. "The Love Scale"
   b. "Questions to Ask Yourself Before Marriage"
   c. "Are You Ready for Marriage?"
   d. "Whom Not To Marry"

W/V 2. "Marriage Interview Project" handout. Interview a presently married person using the suggested format.

Activity 1a

Name ______________________________

____

THE LOVE SCALE

Directions: The following is a list of questions that every couple should consider prior to marriage. Read them and consider a relationship you are in now or remember them for future reference.

1. Is he or she truthful and honest with you?
2. Has he or she told you things that he/she likes about your appearance?
3. Does he or she listen with interest when you talk?
4. Does he or she tell you that he/she wants you to live up to his/her expectations for him/her?
5. Does he or she try to get you into a good mood when you are angry?
6. Does he or she do things for you?
7. Does he or she provide constructive criticism when you need it?
8. Does he or she try to look attractive for you?
9. Does he or she tell you what behavior annoys him/her in you or other people?
10. Has he or she taught you values and ideals in life?
11. Has he or she given up his/her own preferences when you go out on a date to do what you want to do?
12. Is he or she not overly demanding but considerate of your time and energy?
13. Has he or she definite feelings about morals in regard to sex, and expressed his or her views to you?
14. Has he or she expressed some physical affection?
15. Does he or she encourage you to try to succeed when you are discouraged about something?
16. Has he or she discussed his/her thoughts and feelings about religion?
17. Does he or she consult you about major decisions (new jobs, schooling, purchases)?
18. Has he or she told you that he or she feels free to discuss anything with you?
19. Has he or she told you what he or she is most ashamed of in the past?
20. Has he or she told you his/her favorite jokes--the kind they like to hear?

Activity 1a (Continued)

Directions: The following questions are more personal and related to your part of the love relationships.

1. Do you feel he or she approves of you?
2. Do you feel that you get along well?
3. Do you feel that you understand each other?
4. Do you feel that you do not have to pretend you are something you are not with him or her?
5. Do you trust him or her completely?
6. Will you do things or go places with him or her even though the activities do not particularly appeal to you?
7. Do you feel more cheerful when you are with him or her?
8. Do you feel free to talk about anything with him or her?
9. Do you feel safe with him or her?
10. Do you admire him or her?
11. Do differences that come up between you, not spoil your love?
12. Do you consider and respect his or her opinions?
13. Have you confided your strongest ambition to him or her?
14. Do you have a warm and happy feeling when you are with him or her?
15. Do you feel he or she is considerate and kind to you?
16. Have you tried to live up to his or her ideals and expectations for you?
17. Do you consider him or her attractive?
18. Do you approve of his or her friends?
19. Have you confided the pressures and strains of your life to him or her?
20. Have you prayed for him or her?

Activity 1b

Name ______________________________

____

QUESTIONS TO ASK YOURSELF BEFORE MARRIAGE--FEMALES

1. How does he handle problems and pressure? Does he go to pieces? Blame other's when things go wrong? Or remain calm and search for the best solution?

2. How does he feel about women? Does he believe they are inferior to men and can't possibly make important decisions?

3. How does he feel about housework? Does he think it is below his dignity?

4. How does he feel about children? Do they annoy him or does he enjoy them? What part does he feel a father should play in the rearing of children? Does he believe it is strictly the mother's job?

5. Is he stingy when it comes to spending money on you but somewhat extravagant with himself?

6. How does he feel about his job? Is he content to keep doing the same thing for the rest of his life? (If so, you can be sure he will complain later that he never got a break.)

7. What is your social life like? Do you find yourself spending all your spare time with his family and friends and very little with yours?

8. Does he ask you which film you would like to see and then somehow you end up seeing the one he prefers?

9. How does he handle the car when he is in a bad mood? Does he drive like a crazy man when he is ticked off? (This is a real symptom of immaturity.)

10. Does he become irritated if you are late but expects you to be understanding when he is late?

11. How does he feel about birth control? Does he think the entire burden should be on the woman? If, for example, you are unable to take the pill, would he be willing to accept the responsibility to protect you from an unwanted pregnancy?

12. Has he ever slapped or punched you and later said he was sorry and then done it again?

13. Does he treat his own mother and yours with respect?

14. How is his sense of humor? Can he laugh at himself or does he see something funny only at the expense of others?

15. How is his credit? Is he inclined to buy things on impulse, then have trouble paying his bills?

Activity 1b (Continued)

16. Is he truthful, or have you caught him in little lies which he has tried to wiggle out of?

17. Do you really enjoy his company -- even when you are sitting silently?

18. Have you thought about what he will be like in 25 years? Do you honestly want to live with him until death do you part?

IF YOU DON'T LIKE THE ANSWERS, DON'T FOOL YOURSELF INTO THINKING HE WILL CHANGE LATER. HE WON'T.

Activity 1c

Name ______________________________

____

ARE YOU READY FOR MARRIAGE?

Directions: The following questions should stimulate thought about readiness for marriage. There are no right or wrong answers. Answer by drawing a circle around the "Yes," the "No" or the "?." Use the question mark only when you are uncertain. After you are through, think about the meaning of your answers, and if possible discuss them with someone. This questionnaire assumes you are in a relationship.

1. Even though you may accept advice from your parents, do you make important decisions for yourself?	YES	NO	?
2. Are you often homesick when you are away from home?	YES	NO	?
3. Do you ever feel embarrassed or uneasy in giving or receiving affection?	YES	NO	?
4. Are your feelings easily hurt by criticism?	YES	NO	?
5. Do you enjoy playing or working with small children?	YES	NO	?
6. Do you feel embarrassed or uneasy in conversation about sex with older persons or members of the other sex?	YES	NO	?
7. Do you have a clear understanding of the physiology of sexual intercourse and reproduction?	YES	NO	?
8. Do you understand the physiological factors determining good sexual adjustment?	YES	NO	?
9. Have you had the experience of using some of your earnings to help meet the expenses of others?	YES	NO	?
10. In an argument, do you lose your temper easily?	YES	NO	?
11. Have you and your partner ever worked through disagreements to a definite conclusion agreeable to both of you?	YES	NO	?
12. Can you postpone something you want for the sake of later enjoyment?	YES	NO	?
13. Are you normally free of jealousy?	YES	NO	?
14. Have you thought carefully about the goals you will strive for in your marriage?	YES	NO	?
15. Do you sometimes feel rebellious toward facing the responsibilities of marriage, occupational or family life?	YES	NO	?

Activity 1c (Continued)

16. Have you been able to give up gracefully something you wanted very much? YES NO ?

17. Do you think of sexual intercourse chiefly as a pleasure experience? YES NO ?

18. Do you find it difficult to differ from others on matters of conduct or dress, even though you disagree with what they think? YES NO ?

19. Do you often have to fight to get your way? YES NO ?

Activity 1d

Name ______________________

____

WHOM NOT TO MARRY

Direction: Read the following list of "danger signals" and use as basis for class discussion or projects. Add more to the list as you think of them.

Don't get married -

1. if either of you is frequently (relentlessly) asking questions like "Are you sure you love me? Do you really care about me?"
2. if, when you are together, you spend most of your time disagreeing and quarreling. (You may do this even though you really miss each other when you are not together, and "can't wait" to be in each other's company.)
3. if you don't really know each other as persons, or don't relate to each other's ideas, even though you have spent a great deal of time together.
4. if you are both still very young (roughly, under 20). Most marriages between people as young as this end in divorce or separation.
5. if you don't get along too well with either your mother or father, and your prospective mate seems to you to be "just like" that troublesome parent.
6. if you are really marrying someone to "mother" or "father" you. (Do you sometimes think of your prospective mate as a "younger version" of that parent?)
7. if you find that your decision to get married has been largely influenced by your prospective father-in-law or mother-in-law. Don't laugh! Not a few young people are led into matrimony by the warm acceptance, the flattery, the wealth, and even the cooking of a potential in-law.
8. if you keep having thoughts like "Maybe things will get better after we're married." Perhaps your prospective mate persists in doing certain things that you feel are all wrong. An example would be careless use of money, or failure to keep promises. In this event, don't be impressed by assurances that "things will work out" after marriage; it rarely happens. (It need hardly be said that the situation is just as unfavorable if you are the one who is called upon to "reform.")
9. if your prospective mate has behavior traits that you "can't stand" (such as nonstop talking), and you avoid the issue for fear of giving offense.
10. if your partner insists that you drop all your old friends and start afresh in building a social life.
11. if your mate-to-be seems to approve of your interests and activities but then criticizes you for spending so much time on them. For example, you may enjoy listening to classical music. Your prospective partner boasts to others that you are a "music lover," but when you are alone, says things like "Are you still listening to those old records?"

Activity 1d (Continued)

12. if, after you've done some soul-searching, you discover that you are marrying a "sex object," rather than a person. It's gratifying and reassuring, at first, to be able to display an attractive member of the other sex as your partner. It probably makes you feel more attractive. But a marriage based primarily on "showing off" soon becomes overwhelmingly boring.

13. if you spend a day alone with your prospective mate (without watching television), and you find it intolerable.

Activity 2

Name ____________________

____

MARRIAGE INTERVIEW PROJECT

Directions: Interview any presently married person, using the following format. Be sure your written interview is complete, labeled, and logically organized.

A. Record background information:

1. Name (real or pseudonym), age, sex
2. Present marital status, years married
3. Age of spouse
4. Occupation of both spouses
5. Educational level of both
6. Any previous marriages involved
7. Number of children and ages, if any
8. Any additional pertinent information

B. Record individual responses to suggested questions:

1. What advice would you give young people regarding marriage?
2. What is the best age for marriage? Why?
3. What preparation should one have for marriage?
4. What has been best about your marriage?
5. What has been most difficult about your marriage?
6. What qualities are important to be a good wife?
7. What qualities are important to be a good husband?
8. In what ways do you think marriage has changed you and your life?
9. How has marriage been different from what you expected?
10. What problems have arisen in your marriage that you did not anticipate?

C. Analyze the interview:

Following the interview, write your personal reaction to what the individual had to say. This should be at least two paragraphs.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Compatibility

LESSON: Introduction

PROCESS SKILLS: The student will:

1. Examine compatibility factors in relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. "The Island Adventure" handout. Evaluate and select characteristics of a future mate.

W/V/CT 2. Have students participate in the "Date-Mate" activity. After completing, discuss differences and similarities in their lists. In addition, use the questions at the bottom of the sheet for discussion.

M/V/CT 3. "Marriage Auction" handout. Divide the class into groups of five or six. Select two people to be the banker and the auctioneer. Every group member receives $1000.00. The students should prioritize the list in their minds and begin to auction off the traits. All students get to bid and only one person wins that quality. Students should have no money left over at the end (use Monopoly money). Allow time to do the evaluation ("Marriage Auction Summary), then follow with class discussion.

R/V 4. "Finding Mr./Mrs. Right Requires Some Thought" handout. Students read, then discuss in groups.

R/W/V 5. "Theories of Mate Selection" handout. Discuss theories of mate selection (similar career aspirations, appearance, similar interests, family influence/stereotypical roles) before doing this activity. Read the description of the five guys and five girls. Then write down each couple and theory they exemplify. Students should do this activity in pairs.

W 6. "Expectations of a Partner" handout. This activity can be used as a possible homework assignment to complete the mate selection lessons.

R/V 7. Use the information section, "Hypothesized Characteristics and Outcomes of Young Marriages" handout. Discuss the characteristics for marriage satisfaction.

W/V 8. Have students write letters to "Dear Know-It-All." The letters should ask for help with their personal lives (i.e., you have fallen in love with someone who has many attributes; you are shy and need to know how to do more than say "hi;" you have been dating the same person for 2 years. Next year you go to different colleges. You want to know how to maintain your long-distance relationship). Students then exchange letters and answer the letters as "Dear-Know-It-All."

INFORMATION SHEET
COMPATIBILITY

HYPOTHESIZED CHARACTERISTICS AND OUTCOMES OF YOUNG MARRIAGES
Forecast of Marital Competence and Satisfaction

CHARACTERISTICS	POOREST	INTERMEDIATE	BEST
Ages at Marriage	Both 17 or younger	Female 17, male 20 or older	Female 18, male 20 or older
Educational attainment	Both school dropouts	Female dropout, male high school graduate	Both high school graduates; male, with some post-high school education
Pregnancy	Premarital pregnancy	No premarital pregnancy, pregnancy immediately following marriage	Pregnancy delayed until at least one year following marriage
Acquaintance before marriage	Less than six months, no engagement period, formal or informal	One year, at least, with at least six months engagement or understanding to marry	Several years, with at least six months engagement or understanding to marry
Previous dating patterns	Limited number of dating partners, went steady immediately, or short period between first date and first fiance'	Some dating experience before first dating fiance'	Numerous different dates, played the field, some previous experience with going steady
Personality	Generally poor interpersonal skills, lacking maturity, limited interests, poor personal and social adjustment	Mixed	Generally competent in interpersonal relations, flexible, mature, maintaining healthy and pleasurable relations with others

Information Sheet (Continued)

Motivation for marrying	Drift into marriage, because of pregnancy, seemed like the thing to do, just wanted to, or other impulsive reasons with no strong emphasis on marital and parental roles	Mixed, marriage as preferred to career, though had previous post-high-school educational aspirations and for females perhaps tentative plans to work, etc.	No post-high-school educational aspirations and, for females: marriage, family, and homemaking preferred as career over working, living independently; positive emphasis upon role as wife and mother
Status of families of orientation	Both lower	Mixed, lower, and middle or high	Both middle or high
Parental attitudes before marriage	Strongly opposed	Mildly opposed or resigned acceptance	Supportive once the decision was clear
Wedding	Elopement and civil ceremony		Conventional, hometown, and church - sanctioned
Economic basis	Virtually completely dependent upon relatives	Low dependence upon relatives, mostly independent income, even if near hardship level	At least assured income above self-perceived hardship level
Residence	Always lived with inlaws or other relatives	Doubled up with relatives some of the time, independent other periods of time	Always maintained own independent place of residence
Post-marriage parental views	Rejecting or punitive, assistance provided as a method of controlling the marriage	Cool	Psychologically supportive, sincere about wanting to help the young couple, assistance provided with no strings attached

Activity 1

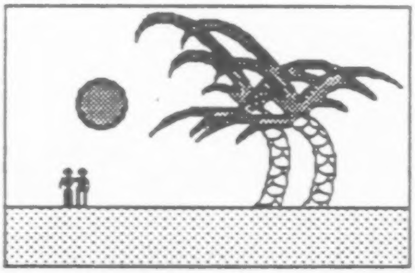
THE ISLAND ADVENTURE

This activity can be done as an introduction or wrap-up to Mate Selection. As a wrap-up, students have had the opportunity to study and select qualities that are important to them. This activity will help solidify their selections. As an introduction, students will be able to identify important characteristics of a mate.

Turn the lights off and have students close their eyes and sit in a relaxed position. A relaxation activity could be done or be repeated with beginning directions and slowly lower voice and speed of directions. (All students must be silent.)

> "You are going on an Island Adventure. This island has all the amenities you desire. If you play tennis, ski, scuba dive, golf, etc., it is there. Your food needs are taken care of and cost is not a factor. You will visit this island for one year. You will be on this island alone so you may wish to bring a partner. I'd like you to think about that partner. Think of all the characteristics of the person you would bring. You are asked to prioritize that list, and limit it to six. I know that you can think of many but the limit is six."
>
> (Give some time to think.)
>
> "It has been a year and due to circumstances you are asked to stay five years. At this time you may wish to re-prioritize your list or even change the characteristics of your partner. Please remember you are still limited to six."
>
> (Give some time to think.)
>
> "Again you are told you will stay ten maybe fifteen years. You again will have the opportunity to change or re-prioritize your list."
>
> (Give some time to think.)
>
> "You are now told you will stay on your island a lifetime. Does your list of characteristics change? Remember only six, and the most important to you."
>
> (Give some time to think.)
>
> Slowly allow the students to unwind, open their eyes, and reflect.

In a class discussion, small groups or individually, have the students discuss the characteristics they chose and how they changed through the years. What items were stable? You may want to discuss, even though this was a fantasy, which is more important, the personal characteristics or the material issues. Also point out money was not an issue on the island and how it would be in reality, etc.



Activity 2

Name ____________________
____

DATE-MATE

Directions: Have students tear a piece of paper into twelve equal pieces. (Divide into fourths first and then each fourth into thirds.)

Ask students to write one of the following qualities on each piece of paper.

1. Good looking
2. Honest and truthful
3. Sense of humor
4. Good sex
5. Unselfish
6. Controls temper
7. Loving and caring
8. Good communicator - Open
9. Makes lots of money
10. Sensitive to other's feelings
11. Good decision-maker
12. Kind and considerate

Now have students prioritize these traits in the order they would like them for a date. On another sheet of paper copy the order. Follow this same format and have students list for:

Prom Date

Best Friend
(probably same sex)

Mate

Themselves

Summarize - Discuss differences and similarities in lists. Look at **Date and Mate** - if one finds a mate through dating, should these lists be similar? What about the effect of differences? Look at **Best Friend and Mate**. Will a marriage partner be a best friend? Why are there differences here? If one is choosing a mate very differently from how they would choose a best friend, could they have some problems later? Look at **Mate and Yourself**, etc.

Activity 4 Name ______________________________

____

FINDING MR./MRS. RIGHT REQUIRES SOME THOUGHT

by Lynn Balster Liontos and Demetri Liontos

If you're presently considering marriage, how (as one former student of ours asked) do you know if you got the right one?

Of course, the problem with this question is that so many of us tend to concentrate on finding "Mr. Right" (or "Mrs. Right," as the case may be) that we neglect to focus on being Mr. or Mrs. Right ourselves. Nevertheless, there are questions you can ask yourself and your partner that may help you decide if it's a good idea to marry. The questions below aren't intended to be a complete list. But we hope they'll spark some deep discussion and help you examine your relationship.

1. How do you feel about yourself when you're with your partner? Does he/she bring out the best in you? Or does part of you feel "squelched" or "swallowed up" or that you should behave in a certain way? The best marriages seem to be vehicles for expanding ourselves, not containing us.

2. How does your partner feel about himself/herself? This is extremely important. You can't give love unless you love yourself first. Not only that, but "if we don't love ourselves," says Nathaniel Branden in his book on love, "it is almost impossible to believe fully that we are loved by someone else." No matter what our partner does to show he or she cares, it's not accepted; it's not enough. We've seen marriages fail simply because one partner lacked a sense of self-worth.

3. How well does your partner express feelings? Some experts believe the most important prerequisite for a marriage partner is his/her ability to communicate. Does your partner verbalize emotions? Share feelings? Watch out for someone who insists you should just "know" what he/she feels or who thinks nonverbal communication is enough. Men's groups or counselling can help men, for example, learn to get in touch with feelings. And if your partner really wants your relationship to work, he or she will welcome the opportunity to learn better ways to listen and get needs across.

4. Does your partner give you positive feedback frequently? Is he/she able to express affection and caring -- by word, deed, and touch? Appreciation and validation are the "glue" of marriage -- "the secret of staying in love." If you can't say "I love you" or express good things to each other now, don't expect it to be different after your wedding.

5. How does your partner handle anger, conflict and differences? "Almost any two people can develop a working relationship," concludes Patricia O'Brien in her book on marriage, "as long as the mix of caring and accommodating satisfies them -- and not anybody else." The crux, then, is not that you have differences (all couples do), but how you handle them. Avoiding conflict or sweeping it under the rug isn't useful in the long run. So if you're serious about this relationship, both of you will make a commitment to learn problem-solving skills.

Activity 4 (Continued)

6. What does your partner expect from marriage? From you as a marriage partner? What kind of marriage do his/her parents have? Discuss this in depth -- it's too often overlooked. Talk to married couples to find out how realistic your expectations are. And be wary of differences here, especially a static view of marriage ("settling down" vs. marriage as lifelong growth and change).

7. Are your partner's goals, values and viewpoints on life similar to yours? The old "compatibility recipe" (marry someone like you in age, race, religion, social class) doesn't guarantee you're marriage will be successful -- or even that you'll be compatible once your under the same roof. But it certainly helps to have similar goals and values about people, work, the way you view change, and so on. What are your partner's attitudes toward money, sex, male/female roles and having children? Discuss all these areas fully. If you differ, can you find a compromise -- or live with the difference?

8. Has your partner promised to change in some way AFTER marriage? Or are you expecting him/her to? We've known several marriages that have faltered because one partner expected the other to change after they wed (i.e., stop drinking or seek help for a sexual problem). Base your decision to marry on how your partner is now, not how you'd like him/her to be.

9. How important is your relationship to your partner? And what is he/she willing to do, not only to maintain but to optimize it? Beware of someone who thinks you don't have to work at a relationship, that marriage should just "come naturally." Or who balks at premarital counseling or a communication skills course. Both partners need to be willing to make changes, learn new skills and seek outside help if necessary. Therefore, the bottom line, we feel, is commitment to growth -- a willingness to make marital health a priority. And perhaps this sort of commitment is what we should really be looking for in a marriage partner today.

Source: Lynn Balster Liontos and Demetri Liontos are co-founders and directors of the Marriage Education Center in Eugene, Oregon.

Activity 5

Name ______________________________

____

THEORIES OF MATE SELECTION

Directions: Read the following descriptions of five guys and five gals. With the theories of mate selection in mind, pair off the couples. In the space provided write down each couple by name and what theory they exemplify.

GUYS

Dan, from Last Chance, CO is a farmer. He expects his wife to help him on the farm and to take care of the children.

Joe is a swinging single who loves to party and have a good time. He wants to marry, but doesn't want to give up his partying lifestyle.

Dick has lived in Falcon, CO his whole life. He and the girl next door have spent many happy hours together as they were growing up.

Karl's mother is one of those "Supermoms." She has worked as a secretary for as long as Karl can remember, as well as raising four kids and taking care of the home. Karl has always been the "apple of his mother's eye."

Sam is looking for a wife. He has very specific standards in mind - a beauty queen, perhaps 36-24-36, blonde and beautiful.

GALS

If you are looking for a party ask Angie ... she always seems to know where the action is. Marriage is appealing to her, as long as she can continue her current lifestyle.

Debbie is excited about her dual-role as a career woman and homemaker. She is looking for a husband who will allow her to continue her secretarial job. She also wants to have several children and manage her home effectively.

Blond Steph is from Denver. She is starting a successful modeling career, after completing her year as Miss America.

Karen, from Lamar, Kansas, loved playing with her dolls and helping her mom in the kitchen. She is looking forward to being a wife and mother.

Jane grew up spending the majority of her time playing with the neighbor boy. She has never been more than 50 miles from her hometown of Falcon, CO.

Couple #1
Names:

Theory:

Couple #2
Names:

Theory:

Couple #3
Names:

Theory:

Couple #4
Names:

Theory:

Couple #5
Names:

Theory:

Activity 6

Name ______________________
____

EXPECTATIONS OF A PARTNER

Directions: Using the information gained from the "Mate Selection Auction," and other activities:

1. List fifteen traits, qualities, or characteristics of a marriage partner that are most important to you. Then rank them in the order of your preference.
2. Explain why these particular qualities are important for you. Consider how aspects of your life experiences have influenced your preferences for these traits. (You may want to consider your needs and motives, values, past experiences, culture, parents, people you admire, peers, knowledge of self, and life goals.) Avoid defining the trait as your reason. Write in the first person.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Compatibility

LESSON: Interests, Background, Religion, and Economics

PROCESS SKILLS: The student will:

1. Examine compatibility factors in relationships.

SUGGESTED LEARNING ACTIVITIES:

Basic Skill

W/CT 1. Students will explore their attitudes and values concerning characteristics that they feel necessary for a compatible relationship by using the "Commitment and Pairing" handout. Have the students read the ads and list the values revealed. They then can write an ad themselves covering areas of interests, background, religious beliefs, and economics. Have them share with the class.

V 2. Have an elderly couple that have been married for 50 years or more discuss with the class how compatible they were in the beginning, how the issues of interests, background, religion, and economics have come into play in their relationship, and, if 50+ years ago they thought about issues like this and if they were important.

V 3. "The Mating Game" handout. Students play the game following instructions. The purpose is for students to think about characteristics they feel are important in a mate.

Activity 1

Name ______________________

____

COMMITMENT AND PAIRING

Directions: This activity gives you an opportunity to explore your attitudes and values concerning characteristics you want in a mate. Examine each of the ads below for the courtship and marriage values they reveal. List the implied values in the spaces provided.

1. Ambitious man with political aspirations seeks educated, patient and attractive mate. Must be extremely faithful and agreeable with my ideas.

2. Looking for a sincere mate who will always love you and let you grow as a person? I'm him, and I'm looking for a girl who feels like I do. I want a marriage and family with the "right girl."

3. Outgoing girl seeks attractive guy who loves to be with people. If you like adventure, are dependable and very even-tempered, please reply.

4. Hey Girls: I'm an easy-going guy with loads of friends, but no special girl. I love trying new things, traveling, and generally having a good time. I'm looking for an affectionate girl with similar interests who is not the jealous type and is real dependable. I'm not religious and I don't want a girl who is.

5. Handsome Italian male looking for girl his family will like. Object: matrimony. Must believe husband should be head of house and make all decisions. Good housekeeper and cook, no career aspirations besides being a housewife and mother.

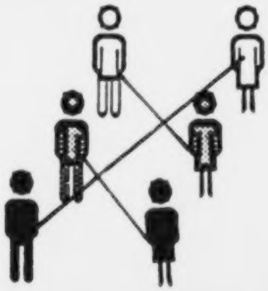
6. College student wants to meet girl, preferably student also. Steady, reliable and calm personality a must. Share expense and household duties with intellectual and stimulating man.

7. Strong-willed female seeks encounter with liberated male. If you are not possessive, are supportive of others' beliefs (mainly mine), and willing to allow opinionated mate to make decisions, this is for you. You must be interested in individual growth, both mine and yours, and willing to share housework.

8. Are you looking for someone who is honest, truthful and sincere? I am a caring and affectionate, but shy, person looking for the same. Jewish background preferred. If you need someone to make you feel important too, let's get together.

9. Well-to-do family seeks educated, financially secure man for possible matrimony to beautiful daughter. Must be interested in a life-long commitment, must want large family and must be of Catholic faith. Send resume', financial statement and references.

10. Born again Christian girl wishes to meet spiritual man to share life and goals. Decisiveness and affection important. Must be born again.



Activity 1 (Continued)

VALUES IMPLIED ON THE WANT ADS

AD 1 ______________________________

AD 2 ______________________________

AD 3 ______________________________

AD 4 ______________________________

AD 5 ______________________________

AD 6 ______________________________

AD 7 ______________________________

AD 8 ______________________________

AD 9 ______________________________

AD 10 ______________________________

Now that you have determined the implied values of each, select one ad to answer. Include in your answer why the ad appealed to you.

In the space remaining, write an ad including interests, background, religion and economic characteristics.

Activity 3 Name ______________________
____

THE MATING GAME

There are several factors that should be considered when a person begins to think about the right person to be his/her spouse. The purpose of this game is to make the student familiar with some of the many facets involved in mate selection. He/she will begin to realize there's more to marriage than just marrying because someone is beautiful or handsome.

Teacher Directions: Use index cards for the playing cards. Write one phrase on each card, then repeat, so that there is a pair of cards for each phrase (phrases are below). Make a master card for each student. This card should contain 5 squares, each one large enough to contain one pair of cards. Each square will have a title. To be played in groups of 4.

Religion Education Interests Race Economic Status

Student Directions: Shuffle and deal out all of the cards. First student will draw one card from the person on his left, the next player will do the same and play continues around, until all players have a turn. When a player receives a pair of cards, he proceeds to place it on his master card in the correct category. Play continues until someone has filled his master card completely. He/She is the winner (played similar to Old Maid).

Phrases for Cards

Religion	Race	Education	Interests	Economic Status
I am Catholic	I am black	I want to attend college	I love all sports	My yearly income is $50,000
I am Protestant	I am white	I will not complete high school	I love to swim	My yearly income is $6,000
I am Jewish	I am Oriental	I want to be a carpenter	I hate sports	My yearly income is $12,000
I am atheist	I am Indian	I want to be a lawyer	I love to read	I do not have an income

Activity 3

Name ______________________________

____

MARRIAGE AUCTION

Directions: The class is going to participate in a mock auction. With your group, prioritize the list and determine what you believe to be important in a marriage. You have $1000.00 so plan accordingly. The following worksheet will help you keep track of what you have purchased, how much you spent, and what you bid on but didn't get. There are spaces at the end of the qualities list to add other qualities you feel would be important in a marriage.

QUALITIES X	(X) If you Bought	Amt. Paid	(X) If you Wanted it But Didn't Get It
Be honest and truthful			
Enjoy being with people			
Same educational background			
Care about me			
Want to have children			
Share household jobs and tasks			
Seek adventure			
Have the same goals in life as I have			
Love me for the rest of my life			
Enjoy sex on a regular and frequent basis			
Same religious background			
Affectionate			
Make decisions			
Wealthy			
Physically attractive			
Even tempered			

Activity 3 (Continued)

Dependable	____	____	____
Makes me feel important	____	____	____
Sexually faithful	____	____	____
Wants me to grow as a person	____	____	____
Goes along with my family	____	____	____
Trustworthy	____	____	____
Respect for one another	____	____	____
Sense of humor	____	____	____
____	____	____	____
____	____	____	____
____	____	____	____
____	____	____	____
____	____	____	____

Activity 3 (Continued)

Name ______________________________
____

MARRIAGE AUCTION SUMMARY QUESTIONS

1. Which traits were most desired by the group?

2. Do you think they were the most important ones? Why or why not?

3. Which were the least desired by the group?

4. Do you think these traits will have little affect on marital happiness?

5. List three ways (aspects of love) the activity is similar to life.

6. What did you learn about what traits are important to you?

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Becoming a Couple

LESSON: Role Expectations: Traditional/Nontraditional

PROCESS SKILLS: The student will:

1. Assess factors in becoming a couple.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Discuss with students roles that were traditionally met by women and those met by men. Discuss the changes over the years that have caused the changes in role expectations.

W/V/CT 2. "Role Expectations in Marriage" handout. Complete as an individual, then compare with a partner.

W/V 3. Have students interview four couples they know as to who is responsible for certain roles. They should attempt to interview a couple who have been married 1 year or less, a couple married 10-15 years, a couple married 25-30 years, and a couple married 40-50 years. They should compare how role expectations have changed over the years. Have the students write an essay revealing their findings on "Changing Role Expectations" worksheet.

Activity 2

Name ______________________________

____

ROLE EXPECTATIONS IN MARRIAGE

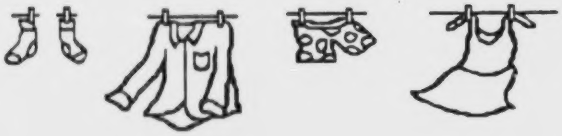
Directions Determine who you believe to be responsible for the following duties. Record what you believe to be the traditional views and also determine your views.

Because of what we have seen going on at home and in society (T.V., movies, etc.) we form certain views as to what are male and female responsibilities or roles. You may feel like some of the following items are far-fetched or dumb. But, believe it or not, when you are in a married situation you may follow some of these same dumb role stereotypes. As the years have progressed the role expectations for males and females in marriages have gone through changes. Unbelievably, there are many relationships that still follow traditional male/female stereotypes. Consider this when you respond to the following by indicating what you believe to be the traditional view, followed by your view:

In a marriage, who should be responsible for

- making the meals?
- making the bed?
- paying the bills?
- dealing with insurance?
- dealing with car problems?
- balancing the checkbook?
- getting a babysitter?
- making major decisions?
- making minor decisions?
- financial responsibilities?
- house repairs?
- yard work?
- housework?
- caring for children not school age?
- religious decisions?
- doing the dishes?
- grocery shopping?
- discipline of the children?
- doing laundry?
- shopping for clothing for the children?
- planning birthday parties for the children?
- initiating sexual relations?

For those of you (especially you guys) who answered both to most of the above items, keep this in mind when you get married. Small responsibilities like those mentioned above can cause problems in marriages. Sharing responsibilities tends to be the most acceptable method to alleviate role stereotyping.



Activity 3

Name ______________________________

____

GENERAL MONEY MANAGEMENT GUIDELINES

1. Set financial goals and commit your resources to reaching them.
2. Establish a workable, realistic budget.
    A. Includes an allotment for emergency and unexpected expenses.
    B. Set aside in separate checking or savings account, amounts to cover periodic expenses.
    C. Be sure to include some money for fun.
    D. Keep careful track of expenses for one month to allot for misjudged expenses.
3. Establish a regular and consistent savings plan.
    A. Approximately 10% of gross income.
    B. Payroll deduction is encouraged (in other words, pay yourself first).
4. Establish an emergency fund - financial planners advise 3 x monthly take-home pay.
5. Create a good credit history.
    A bright idea to establish credit and save at the same time! Borrow $1000, put it into a Certificate of Deposit for length of loan. This certificate becomes the security for the loan. Make consistent payments. When you're finished, you have $1000 saved plus a good credit record.
6. Limited and prudent use of credit.

GENERAL CREDIT GUIDELINES

1. Limit number of credit cards to 1 or 2 - especially when establishing your ability to handle credit.
2. Keep track of all credit purchases - have an awareness of balances at all times.
3. Determine, before committing to any credit purchase, that you can afford the payments.
4. Make every effort to pay entire balance on revolving charge cards to avoid interest charges.
5. Avoid using credit to encourage impulse buying.
6. Read all credit contracts and agreements when signing. In fact, take a copy home and study it first!
7. Avoid debt consolidation loans at high interest, etc.
8. Make small payments on all credit obligations rather than paying full payments to some and skipping others.
9. If ever overextended on your credit obligations, contact Consumer Credit Counseling, a non-profit organization designed to help couples get out of debt and maintain a favorable credit record.
10. Keep from believing you always need the best of everything.
11. Avoid justifying overspending of any kind.
12. Seek counseling on financial matters from classes, financial publications, and financial planners.

Activity 3

Name ______________________________

____

CHANGING ROLE EXPECTATIONS

Directions: In the space provided, write an essay summarizing your findings from interviewing couples in four different stages of relationships about their role expectations in marriage. Complete the assignment neatly; it will be handed in for evaluation. Also, be prepared to share findings with classmates for comparison.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Becoming a Couple

LESSON: Role Expectations:
-Balancing Work/Couple/Individual Time
-Two-Income Households/Finance
-Career Advancement/Moving.

PROCESS SKILLS: The student will:

1. Assess the importance of commitment and responsibility to marital adjustments.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

R/V 1. Discuss with the class the facts listed on the handout. "Who Will Bring Home the Bacon?" Have the students imagine they are married individuals and respond to the questions.

R/V 2. "Financial Ten Commandments for Young Married Couples" handout.
  a. Students read handout and underline information that seems important.
  b. Discuss in small groups, then share with class.

R/W/CT 3. "General Money Management Guidelines and General Credit Guidelines for Married Couples" handout. Use as a follow-up to review the unit. Have the students write realistic budget suggestions for the couple mentioned on "Deb and Tim."

R/W/V 4. To discuss career advancement and moving, have students read and respond to "The Kreegers." Discuss the situation in class.

R/W/CT 5. Hand out "Who Will Be Boss?" Have students read the examples and write their reactions to the situations. They can then work in small groups to discuss the problems.

Activity 1

Name ______________________________

"WHO WILL BRING HOME THE BACON?"

Directions: After reading the statistics, imagine you are a married individual and respond to the following questions.

1960'S: 71% of all married women with children under 18 stayed at home, making child rearing and housekeeping their careers.

1970's &1980's: 56% of all married women with children under18 worked outside the home; these mothers provided 25% of their familys' incomes.

1990's and BEYOND: If trends continue, you have an 86% chance of being in a dual-career marriage--one in which both you and your spouse work outside the home and where the wife provides 40% of the familys' income.

As a working wife and mother . . .

- What domestic chores and childrearing responsibilities will you expect your husband to take on?

- Will you be fully prepared, vocationally, to earn nearly half your family's income? Explain.

As a working husband and father . . .

- Will you be willing and prepared to take on domestic chores and childrearing responsibilities not traditionally done by men?

- How will you feel about your family's standard of living being so dependent on your wife's salary?

As part of a dual-career couple . . .

- How willing will you be to quit your job and move to accommodate your spouse's career?

- How will you feel about your school-age children coming home, afternoons, to an "empty" house?

Activity 2

Name ______________________________

____

FINANCIAL TEN COMMANDMENTS FOR YOUNG MARRIED COUPLES

BY Dr. Milton Huber

Early marriages are on the increase again as young couples grasp for a moment of bliss now in the midst of a world of uncertainty.

More young people and more early marriages spell more broken marriages. Among teenage couples, for example, half of the marriages end in divorce or separation. High on the list of explanations for failure of these young marriages is the immature use of money.

Young married couples, and those soon to be, might avoid the financial pitfalls of marriage by profiting from the experience of one hundred married couples whose homes were so threatened by misuse of money early in their marriages that they had to seek professional counseling. In the words of a historian, "the fool learns from personal experience; the wise man learns from the experience of others." The troubled couples with severe money problems were interviewed in Detroit. Among the questions directed to them were some inquiring into how they had gotten into trouble.

More impressive than any statistical summation of their answers is this sampling of their comments:

"You have a job you buy. Then no job for awhile and creditors get on to you 'cause you want to keep the things you bought."

"It's so easy to borrow money, which is a great inducement to debt. Stay away from small loan companies. The way they appeal to families -- just keep sending you letters encouraging you to borrow."

"We would have done all right if he hadn't lost his job for a spell."

"I should have confided in my wife more."

"Don't have kids right away."

"Plan on the unexpected. We didn't plan on sickness or a short week."

"I always thought we would pay but something happened."

"We didn't have emergency money and had to borrow. Set savings aside for emergencies."

Out of the hundreds of hours spent in interviewing these over-indebted couples, the Financial "Ten Commandments" for Young Couples evolved. The ten points summarize their advice to others on how to avoid the money problems that almost wrecked their marriages. Post them on the kitchen bulletin board next to the weekly shopping list for periodic consultation. *Honor these commandments and your marriage can be harmonious, even prosperous, whatever your income.

I

You shall have no more children than your income will permit to maintain the standard of living you desire for them. Do not forget that the older children become, the more expensive they are to raise. Financial planning and family planning must complement one another.

II

You shall not make the mistake of starting your marriage by purchasing all the modern conveniences and comforts that your parents have taken a lifetime to afford and accumulate. Ignore this commandment and you shall be bowed with debts when the first child comes and the income from the wife's job is no more. Build your budget basically around the income of the husband.

Activity 2 (Continued)

III

You shall not take for granted that your mate has the same ideas about spending money that you have. Many good family names are taken in vain by creditors because the couples have not worked out a spending plan together and assigned the responsibilities for shopping, purchasing, and meeting one's obligations to one or the other.

IV

Remember to save for the day the unexpected happens. Plan for the medical emergency, the short week, or the breakdown of the car. Set aside in savings, from the top of the pay check, the equivalent of income from six months of your labor to care for emergencies.

V

Honor your credit rating. Pay your debts on time so that installment credit at reasonable rates will always be available when you need it. Beware of merchants who advise "easy credit" but specialize in harsh and expensive repayment contracts.

VI

You shall not kill your chances of enjoying the good life by buying impulsively. Especially beware of door-to-door salesmen and the lure of "something for nothing" however disguised. Do your shopping in showrooms, not your living room. Compare merchandise and prices as carefully for large appliances and furniture as you do for food and clothing. Not to do so is to be penny wise and dollar foolish.

VII

You should not cheat yourself by securing new loans at high interest to pay off old due bills, charging little or no interest. This is an expensive way of buying time, not a way of paying bills. The continued consolidation of your debts can lead to the gradual disintegration of your marriage.

VIII

You shall not commit yourself to any installment contract without reading it completely. Be sure that all blanks have been filled in and that all verbal agreements have been put into writing.

IX

You shall not bear the responsibility of purchasing a car or major appliance on the installment plan without inquiring into the true annual rate of interest, dollar charges, and other special fees. Interest rates vary considerably. Shop for your credit as well as your merchandise.

X

You shall not covet a house of your own if you move frequently. Financing, selling, and closing costs increase the cost of home ownership prohibitively for families who move every few years. Neither shall you compare the costs of renting versus buying without including all the costs of home ownership besides monthly mortgage payments: depreciation, taxes, hazard insurance, mortgage life insurance, closing costs, upkeep and repair, and income from interest lost on savings used as a down payment on a house.

Activity 3 (Continued)

Name ______________________________

____

DEB AND TIM

Directions: Read the following scenario and determine what this young couple needs to do to help them improve their financial situation. Use the guideline covered previously.

Deb and Tim are really struggling to make ends meet. Tim just got laid off from his job at Hewlett Packard, although he has been told that another big contract may come in about six months. In the meantime, they have Deb's income as a sales coordinator for Holiday Inn, of $1250 net income a month.

A new car is one of their top priorities. The one they have now is working okay, but is a real gas guzzler and needs new tires. And it would sure make life easier if they had two cars.

Even though they have been married four years, they have never had the money to take a real vacation. They also want to buy a townhouse or small house, sometime in the near future so they have room to start a family.

Tim and Deb have tried but they have only been able to put $800 in savings - just about one month's rent. In addition to all the other items Deb and Tim want new livingroom furniture. The furniture they have been using is hand-me-downs from family members who gave it to them when they got married. Tim is sure he could make a lot of things for the house if he could just buy the tools.

What are your financial suggestions to Deb and Tim?

Activity 4

Name ______________________________

____

THE KREEGERS

Directions: Read the following scenario and complete the questions below on a separate sheet of paper.

Tony Kreeger worked for a large telecommunications corporation. He had been employed for twelve years and had continually received promotions with increasing responsibility. He worked long hours and had little time for his wife and three children.

His wife, Marie, worked as a psychologist in a drug rehabilitation center. Marie's job was flexible, allowing her time off when her family needed her. She felt lucky to be working at a job which was challenging and satisfying and which still gave her sufficient time with her family. Marie had only one complaint. She wished Tony didn't work such long hours.

Tony's hard work paid off. He was given a promotion which included a sizeable increase in salary and a transfer to corporate headquarters in Houston, Texas. He knew he deserved this recognition. Simultaneously, he knew the transfer would cause a problem for his family: Marie would have to quit a job she enjoyed and which allowed her time to care for her children. The children would have to adjust to a new neighborhood and school. He would have to work longer hours, including some weekends.

The corporation Tony worked for would pay moving expenses but they had no relocation services which would assist Marie in finding a new job or the kids a proper school. They expected Tony and Marie to solve these problems on their own. Also, the corporation had an unwritten policy of penalizing those employees who did not accept relocation promotions. Tony had seen this policy in operation. A friend of his had turned down a well-deserved promotion three years ago because it involved relocating. Since then, this person had been passed over for every promotion that came up in the department.

The Kreegers felt frustrated and angry. Tony's promotion had become a dilemma and a problem instead of an opportunity.

1. What would you do if you were the Kreegers?
2. Do you feel the corporation should take more responsibility? If so, in what areas?
3. Have you ever been in a situation similar to this? Or known anyone that has?
4. What did you or your friend do?
5. Was the solution satisfactory?
6. Who if anyone had to compromise?
7. Do you know of any corporations or organizations who take families into consideration when transferring their employees?

Activity 5

Name ______________________________

____

WHO WILL BE BOSS?

Directions: Write your reactions to the following situations concerning "boss" problems in marriage. Then work in a small group and discuss ideas.

1. Before they were married, Ron and Linda talked briefly about money management. Linda admired Ron's skill in handling financial matters. When they married, Ron announced that he would take care of their money and simply give Linda money when she needed it. Two different shopping trips proved to be embarrassing for her, for she had more groceries in her cart than she could pay for. She had to put some items back, so she could pay the bill. She asked Ron to open a joint checking account at the bank, so she could write checks in emergencies. Ron said, "I am the boss. I handle the money. You shouldn't try to buy more than you can pay for." How can this problem be handled?

____

____

____

____

____

2. Jan and Mark have been married for six years and have accumulated about $2,000. Mark announces that he is going out to buy a boat. Jan says they should keep the money in the bank, so they can later buy a house. Mark tells her, "You handle the money for groceries, I'll handle the money for big items." How can this problem be resolved?

____

____

____

____

____

3. Mary and Richard have been married five years. They have two children, Melissa and Rickie. The children get along well most of the time, but they have some "squabbles" when they play together. Mary finds that shopping for groceries is easier when she goes to the store alone and Richard stays with the children. When she comes home, the children are often in tears. This is because whenever they begin to quarrel, Richard makes them sit in separate chairs and wait for their mother to come home to settle the argument. He tells Mary that she is the boss when it comes to disciplining the children. Mary says they both have to discipline them. How can they settle this debate?

____

____

____

____

____

4. Becky and Bill have always enjoyed doing things together. They have joined bowling leagues, tennis clubs and ski groups in order to enjoy recreational activities. Becky finds that they get along fine if she allows Bill to take the lead role in these activities. Is this a good idea?

____

____

____

____

____

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Becoming a Couple

LESSON: Social Interactions/Network:
-Lifestyle Expectations
-Family and Friends

PROCESS SKILLS: The student will:

1. Assess factors in becoming a couple.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

CT 1. Develop an opinion poll and administer it to at least 25 students to determine the qualities considered important in marriage by the majority of students. Administer the same survey to at least 25 married adults. Compare the results of the two surveys.

2. If teacher has the availability of the filmstrip Marriage-The Life Cycle from Merit AV, view and discuss how one gets to know another person.

W/CT 3. Have students complete the worksheet, "Social Interactions - Lifestyle Expectations." Discuss the lifestyle expectations the students have and how becoming a couple might affect these expectations.

Activity 3

Name ______________________
____

SOCIAL INTERACTIONS - LIFESTYLE EXPECTATIONS

Directions: Read and complete the following questions dealing with the types of lifestyle expectations people seem to have when they become a couple.

1. How do you feel an individual's and a couple's lifestyle expectations are different?

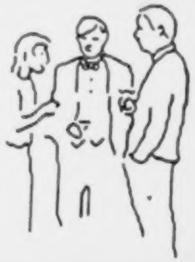
2. Rank the following lifestyle expectations as to how important they are to you. 1 = unimportant, 2 = fairly unimportant, 3 = undecided, 4 = fairly important, 5 = important.
    - to be members of the country club ____
    - to own a large home ____
    - to own a nice car ____
    - travel to places outside of the U.S. ____
    - wear updated, expensive clothing ____
    - have a prestigious job ____
    - have children wear designer clothing ____
    - own a boat, camper, or such ____
    - have one or two children ____
    - have more than two children ____
    - go to, or have, dinner parties ____

3. Explain your feeling about people's lifestyle expectations. Are these expectations for their own entertainment or to impress others?

4. Do you think society places too much emphasis on lifestyle differences and expectations? Explain.

5. When, and if, you become involved in a serious relationship, what type of lifestyle do you hope for?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.



COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Becoming a Couple

LESSON: Negotiations:
- Goals
- Family Planning Decisions
- Individual Growth/Interests
- Living Accommodations

PROCESS SKILLS: The student will:

1. Assess factors in becoming a couple.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. Have students complete "Negotiating My Goals in a Relationship." Discuss how becoming a couple means setting goals together as well as individually.

W/CT 2. Have students complete "Family Planning Decisions." Discuss their general feeling about family size (economics), when to start a family, birth control method, etc.

W/CT 3. Have students complete "Negotiating Living Arrangements." Discuss their feelings about the type of living arrangements they would accept.

Activity 1

Name ______________________________

____

NEGOTIATING MY GOALS IN A RELATIONSHIP

Directions: Read and complete the following questions dealing with changing goals in a relationship.

1. Society is full of negotiations. Explain what type of negotiations might go on in a relationship.

2. At this point in your life, what goals do you have for your future.

3. Which of these goals would you be willing to give up if it were asked of you by your partner?

4. Which goals would you be willing to compromise and how would you compromise?

5. Which of your goals are not negotiable? Why?

6. Do you think a person can do too much compromising in a relationship? What type of relationship might this cause in the long run?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 2

Name ______________________

____

FAMILY PLANNING DECISIONS

Directions: Read and complete the following questions dealing with family planning decisions in a relationship.

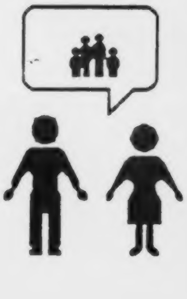
1. In a relationship, what type of family planning decisions do you believe to be important?

2. Which side of the negotiation would you take when it comes to the issues you mentioned above?

3. How important is it for couples to talk, and negotiate if necessary, on these issues before they are married? Explain.

4. What decisions need to be made in terms of birth control? (consider religious beliefs)

5. What are problems in relationships, you are aware of, that may have been caused by neglecting to discuss family planning issues? In society in general? Give some suggestions as to how to remedy this problem.



Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 3

Name ______________________________
____

NEGOTIATING LIVING ARRANGEMENTS

Directions: Read and complete the following questions dealing with living arrangements in a relationship. Be prepared to discuss your answers in class.

1. What type of living arrangement would you prefer in your relationship?

2. As a couple, would you ever choose to live with your parents until you were able to earn enough money to go on your own? Explain your answer.

3. What if rent on property in your area was too much for you to handle. What would your choices be?

4. Would you be willing to move in with your in-laws?

5. Describe your goals when it comes to living arrangements (home with white picot fence).

6. There are so many families that are homeless in today's society. What will you do to prevent yourself, your spouse, and a possible family from ending up in this situation?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Becoming a Couple

LESSON: Engagement

PROCESS SKILLS: The student will:

1. Assess factors in becoming a couple.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

1. Using the information sheet, lecture to the students on the meaning of engagement, the purpose, the history, responsibilities of each party, and the danger signals.

W 2. After the lecture and discussion, use the "Engagement" worksheet to have students compile the information covered. Discuss and correct in class.

W/V/CT 3. Use "Engagement Talk" to discuss topics that should be discussed before marriage. Divide class into groups--each group generating discussion on assigned topics discussing all the aspects and factors couples should talk about before marriage. Choose from jobs, where to live, children, sex, friends, in-laws, recreation, religion, money management, household tasks and responsibilities, wedding planning, and goals in life. Have groups report back to class. In addition, information could be utilized to write a marriage contract.

W 4. Have students write a marriage contract. Use "Marriage Contracts" handout as an example.

W/V 5. Have a panel of ministers of different faiths speak to the class on pre-marital counseling, the ceremony, and any other counseling they may do with couples. Students can provide written questions. Suggestions: Protestant (variety), Catholic, Jewish, Mormon.

R/W/V 6. Use packet of activities on "Buying Diamonds" to discuss the facts about diamonds, information to know when buying a diamond, the legends, curses, and dreams about diamonds, and the shape of diamonds. Packet includes teachers guide and activity sheets.

V 7. Engagement Encounter Speaker and/ or materials (Catholic faith).

RESOURCES:

1. The Practical Guide to Buying Diamonds by Jay Feder. The Four C's Press, Denver, Colorado.
2. Video, "Selecting an Engagement Ring," by J.R. Kalkhorst from William Crow Jewelers.

INFORMATION SHEET
ENGAGEMENT

According to Bride's Book of Etiquette you are engaged as soon as you decide to marry and have your parent's blessings.

Some do not seek approval nor choose to announce.

Engagement is a **"rite of passage."**

- marks entry into a new phase of life
- end to courtship and a start of plans for married life
- announces to family, friends and local community of intention to wed
- a testing period during which couple can evaluate their relationship and make plans for the future
- only a promise to marry, not a legal bond in itself as it had been in the past

In the past, the engagement was called the betrothal and was a legal contract. Engagement often carried with it the right of ownership to land, maybe a place in the family business or exchange of money between the families.

In the past, if both partners wanted to end the engagement, the contract cancelled. But if only one wanted to end the contract the other could be sued for breach of promise, could be forced to marry or pay for damages. Damages could include reimbursement for actual monetary losses, for humiliation and hurt feelings, and for loss of financial gain derived from the marriage.

Many states have put severe limits on or completely banned them.

Customs and rules of etiquette concerning engagements vary among families, communities and regions of the country.

Activities that take place should reflect the desires of the couple as they look ahead to their marriage rather than becoming a social obligation.

Formally, the man tells his parents first. They contact the bride's parents. They get together to discuss the wedding.

The engagement ring may be purchased or it may be a family ring passed down and given to the bride before or immediately after the engagement is announced. Rings set with diamonds, semi-precious stones or the bride's birthstone are all appropriate.

After the announcement to family and friends an announcement may be placed in the local newspaper. It is customary for the bride's parents to make the announcement.

Purposes of an engagement
- getting to know each other
- time and privacy
- practicing communication

Information Sheet (Continued)

- setting goals for the future
- building mutual understanding
- setting premarital sex standards

Responsibilities that a couple has during engagement

- communicate with parents
- meet friends and relatives
- decide on rings
- announcement of engagement
- plan the wedding

Danger signals which may occur during an engagement period are

- arguments
- basic personality differences
- basic value differences
- pregnancy
- lack of experience in dating
    - no comparison
    - no conception of man/woman relationships
- immature concept of love
    - songs, movies, TV
    - just an emotion, can't explain
- insecurity in own personal life; marriage is an escape
- pressures of social attitudes about singleness
    - fear of being permanently single
- overemphasis on wedding

Length of Engagement affects length and success of marriage

- get better acquainted
- evidence indicates short acquaintances are directly related to marriage length
- longer engagement gives more time to build a bond and common interest

Social Change

- greater ease in getting a divorce - less social stigma makes hasty marriages with the option of divorce a viable option that people accept.

Factors causing quick engagements

- powerful attraction draws together leaving little time to actually know interests
- impulsive judgment or person responding to attraction
- emotional attachment developed at earlier ages - teens maturing earlier

Engagement use to be

- thought of as a period to get ready for a wedding - trousseau, planning, etc.

Chief reasons for breaking engagements

- in-laws, prospective
- jealousy
- failure to remain an individual

Information Sheet (Continued)

Reactions to being rejected in a love affair

- emotional crises
- rejection

Issues to be discussed during the engagement period

- roles of each spouse
- practical matters such as housing, religion
- children
- goals, needs

How the engagement period can serve as a definite way of preparation for marriage

- it is a time to discover and discuss differences, improve communication through better listening, and a time to change one's mind if couple is not in harmony.

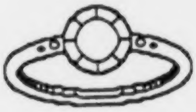
Activity 2

Name ______________________________

____

ENGAGEMENT

1. Give several (3) reasons why those who are engaged a longer period of time are more likely to be married for longer periods of time.



   A.

   B.

   C.

2. What social changes have made it more necessary today than in the past for young people to choose carefully if they are to remain married?

3. What are some factors which cause couples to get engaged too soon?

   A.

   B.

   C.

4. What is the real purpose of engagement?

5. How does this differ from its purpose in previous generations?

6. Name some danger signals that may become evident during engagement?

7. What are some chief reasons for breaking engagements?

8. What are some common reactions of the person who has been rejected in a love affair?

Activity 2 (Continued)

9. What issues should be discussed during the engagement period?

   A.

   B.

   C.

   D.

10. How can the engagement period serve as a positive way to prepare for marriage?

Activity 4

Name ______________________________

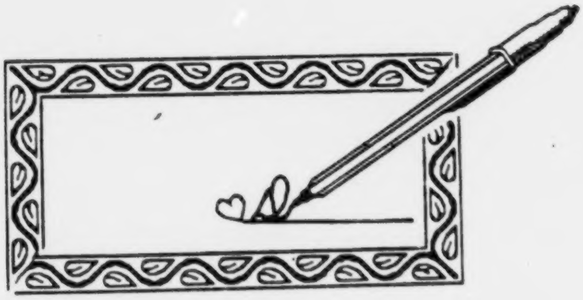
____

MARRIAGE CONTRACTS

Directions: The following is an example of a marriage contract. Read and use as an example in preparing your own marriage contract.

"We, ______________________________ and ______________________________, agree to the following items as a basis for our upcoming marriage. We agree to live and love following these guidelines."

- Who will earn money to support the family, how will you pool income or will you keep your own salary?
- Where will you live and what if one of you wants to move because of a job?
- What kind of birth control will you use? Whose responsibility is the birth control?
- How many children do you plan to have? When? Would you consider adoption? Who will take what responsibility for raising the children? Will someone quit work and stay home?
- Who's going to do what around the house?
- How will your leisure time be organized? Will you spend evenings and weekends together? Who will decide what activities you will do together? Will you take vacations together? With future children?
- How important is your privacy to you?
- Will you and your partner be free to make relationships with other people? Those of the same sex? Those of the opposite sex? Will you include each other in these relationships?
- Should the wife assume the husband's name or will she keep her own? If she keeps her own name whose name, will the children bear?



Teacher's Guide

Introduction

The word "diamonds" is derived from the Greek word "adamas"—meaning unconquerable. That suggests the enduring qualities of diamonds. As symbols, they represent eternal love. Throughout history, they have aroused interest and a sense of mystery while a wealth of legends swirled about them; and as investments, they maintain their value. In other words, "Diamonds Are Forever" isn't just a passing slogan.

Diamonds represent quality, and this educational kit, "Diamonds: For Today, For Tomorrow. . . Forever," provides a springboard for discussion of the importance of quality in all areas of life.

Target Audience

The program has been designed for use in home economics classes. However, because the subject has multidisciplinary interest, and because the activities involve creative and research skills, the materials could be used in English and social studies classes as well.

Program Goals

1. To increase students' knowledge about the origin, production, characteristics, and care of diamonds.
2. To expand students' knowledge of the vocabulary used by diamond experts, which can be helpful to a shopper looking for quality.
3. To encourage students to think about the concept of "quality" and the wisdom of investing in objects of lasting value.
4. To deepen students' knowledge of the rich history and the wealth of legends associated with diamonds.
5. To enhance students' awareness of how a diamond can be a vehicle for self-expression.

Program Components

1. Four activity sheets that may be duplicated to serve as worksheets for the group.
2. A teacher's guide that coordinates the components and includes
   - a statement of objectives
   - suggested techniques for presenting the materials
   - introductions to the activities
   - discussion questions relating to the activities
   - additional ideas for further exploration of the subject.
3. One copy of the booklet "Everything you'd love to know. . .about diamonds."
4. A reply card that enables you to comment on this program and shows how to order more materials—including a fascinating and informative filmstrip about diamonds, and additional copies of "Everything you'd love to know. . .about diamonds."

Using the Program Components

The four activity sheets can be duplicated on a photocopying machine to provide copies for each student. You may also use a Thermofax machine to make a master. You are encouraged to share these materials with other teachers. Although the program is copyrighted, you have the permission of Lifetime Learning Systems to reproduce copies for educational purposes.

Included in the guide are suggestions for activities to extend the program's scope. These suggestions can help you shape the program to students' needs and the particular course in which the unit is used.

ACTIVITY ONE

Diamonds: Digging Up the Facts

Activity One is designed to provide students with basic background knowledge about diamonds. It gives students a chance to recollect what they already know about diamonds and to learn more, and it will clear up some common misconceptions. In addition to providing information, this activity encourages analytical and critical thought.

This activity is designed to accompany the brochure included in your kit, "Everything you'd love to know. . .about diamonds." Many of the statements on the activity sheet are covered in the brochure, but below is a little more information that you may find helpful when discussing the statements in class.

Background Information

1. True. While both diamonds and lead pencils are made of carbon, diamonds are much harder because the carbon atoms are compressed into a crystalline form.
2. Untrue. It takes an average of *250* tons of ore to produce a one-carat stone.
3. True. See #7 below for further details.
4. Untrue. An uncut diamond can look like an ordinary dull stone.
5. True. Diamonds were worn by men first. See #4 "Further Activities" for details.
6. Untrue. Women traditionally wear engagement rings on the *left* hand.
7. Untrue. In 1477, Mary of Burgundy received the first engagement ring from Archduke Maximilian of Austria.
8. Untrue. A diamond is classified as "flawless" if no imperfections can be seen under ten-power magnifications, and flawless diamonds are rare. A "flawed" diamond of high quality will contain tiny imperfections that do lower its value, but do not mar its appearance.
9. True. Occasionally diamonds are found which are brightly colored green, red, blue, or amber, and these become extremely expensive collector's items.
10. True. A two-carat stone is rarer, and so, costs more than double the price of a one-carat stone of the same quality.

EST COPY AVAILABL

Activity 6 (Continued)

11. Misconception. A diamond *can* chip or crack if struck along the grain.
12. Untrue. Diamonds *will* scratch other diamonds.
13. True. Diamonds are the traditional gifts given to symbolize a lasting love relationship.
14. True. A mild liquid detergent and toothbrush will clean a diamond perfectly well.
15. Untrue. *Usually* a diamond cutter will decide to saw the diamond against the grain, though sometimes it's best to cleave it along the grain line. Diamond cutting is exacting, precise work, but some diamond cutters of the past worked under less than ideal conditions. Stories are told of Oriental potentates standing over their diamond cutters while they worked—ready to order a punishment if they made a false move.
16. True. The world's largest cut diamond is the Great Star of Africa (one of the stones cut from the Cullinan, the largest diamond ever found)—and it is set into the British Royal Scepter.
17. True. Eighty percent of all diamonds mined are classified for industrial use.
18. Opinion. Supposedly, the Hope diamond is cursed. It's ill-fated owners included Louis XIV, who died of smallpox, Marie Antoinette, who died on the guillotine, and the Hope family owners, who died penniless.
19. True. "Adamas," the Greek word for unconquerable, is the root word for "diamond."
20. True. A cutter's aim is to produce a stone that focuses and reflects as much light as possible.

Further Activities

1. Ask students to look up the terms that diamond cutters use to describe the parts of a brilliant cut diamond and have them make posters that you can display in the classroom showing the "table" (the large facet at the top), girdle (extreme outside edge), crown (upper part above the girdle), pavilion (lower part under the girdle), and culet (bottom facet).
2. Have one half of the class research diamond mining while the other half researches diamond cutting. They can then share what they've found out in oral reports to the class. Ask them to focus on these questions: What makes diamond mining so difficult and even dangerous? What makes diamond cutting not only difficult, but in its own way, equally hazardous?
3. If you own a diamond, give a classroom demonstration of how to clean it, using one of the methods described at the end of "Everything you'd love to know . . . about diamonds."
4. In modern times, diamonds have been considered "a girl's best friend." But they were first worn by men in the oldest known city, Ur of Chaldees; later, Julius Caesar wore them as a fashionable sign of wealth. In Elizabethan times men, including Shakespeare and Sir Walter Raleigh, wore diamonds. Jewelry was not considered fashionable for women until 1444, when Agnes Sorrel, mistress to Charles VII, broke the old rules by wearing the king's diamonds herself. Needless to say, she set a trend. Discuss this history of men wearing diamonds and ask students, "If you could afford it, would you buy a piece of diamond jewelry for your boyfriend or father? If so, what type of jewelry do you like to see men wear?" Finally, "Why do you think diamonds were not considered proper for women in early times?"
5. Ask a student to go to the library and find a picture of the largest gem diamond ever discovered—the Cullinan, weighing 3,106 carats. While showing the picture, discuss how it was found, in 1905, by a mine superintendent at the end of the day, when he happened to notice the stone embedded in the wall of the mine shaft, reflecting the light of the setting sun. When he dug it out he found a gem the size of his fist! At first he didn't believe it was real. Rather than making a fool of himself, he had it privately checked. When he discovered it was real, he turned it in and received an award of $10,000. Today, that diamond is worth millions.

ACTIVITY TWO

The Consumer and the 4Cs

The second activity introduces students to the 4 Cs that determine a diamond's value—*cut, clarity, color,* and *carat*. It is designed to develop vocabulary that could be useful to a shopper and to give students the opportunity to think about the components of quality. Follow-up activities promote thought about budgeting and the comparative value of various investments.

When discussing quality in class you might ask the students what a luxury car and a good pair of designer jeans have in common. Classic design, enduring materials, and reliable workmanship are some possible areas of overlap; your students may well think of others.

Further Activities

1. Jewelers suggest that two months' salary is about the right amount to budget for a diamond engagement ring. Discuss this amount in class, comparing it to the amounts that newlyweds might spend on other things: furniture, a new car, a honeymoon, the wedding, honeymoon

Answers to Activity Two:

			S				C			C					
	P		I	N	C	L	U	S	I	O	N	S			V
	O		N		L		T			L		P			A
R	I	N	G		A			J		O		O	V	A	L
	N		L		R	A	R	E		R		T			U
	T		E		I			W				S	I	Z	E
	S				T			E							
			C		Y	E	L	L	O	W		L	I	F	E
	H		A					E				O			
P	E	A	R			C	A	R	A	T		U			
	A		O		S					O		P	A	I	D
	R		B	R	I	L	L	I	A	N	C	E			
	T														

Activity 6 (Continued)

clothes, small decorative items for a new apartment or home that can quickly add up. Ask students to consider the investment value of various purchases. Which will last and maintain value? Which will lose value? Which are likely to appreciate in value?

2. Discuss the concept of *quality*. Have students list some quality brands of cars, stereos, clothing, etc. What do the items they list have in common? Based on the discussion, have each student write his/her definition of *quality*.
3. Conduct a consumer-oriented project with the class. Ask students to comparison-shop for diamonds at two or three different stores specializing in jewelry, including at least one department store. Have them report back to the class on differences in selection, quality, and price.

ACTIVITY THREE

Legends, Curses, and Dreams

Activity Three is designed to promote both research skills and creative thought. In addition, it encourages students to learn more about history while learning more about the history of diamonds.

Further Activities

1. Have students choose and research the stories told about different diamonds, including the Idol's Eye, the Jonker, the Orloff, the Koh-i-Noor, and the Hope Diamond. Students can make oral reports telling the story of the diamond they researched.
2. Discuss how both the legends and the history associated with diamonds adds to the value that we assign to the stone. Ask students to consider how value isn't simply an economic matter of supply and demand, making scarce items costly, but also a psychological matter. We put a high value on diamonds partly because they have a rich history which adds to their symbolic value. Discuss how, for different reasons, a product associated with a celebrity has temporary symbolic value, and so draws a high price.
3. Students might also enjoy investigating the history of diamonds associated with royal families and important events. Bring in, or have students bring in, pictures of the following:

   - The British Crown Jewel Collection
   - The Imperial Crown of Russia (originally ordered for Catherine the Great)
   - The Maximilian Diamond
   - The Ottoman Empire Collection of gems
   - The Louis XIV Diamond

Have students use their school or community library to trace the history of these jewels.

ACTIVITY FOUR

The Shape of Your Imagination

This fourth activity emphasizes creativity and self-expression. It demonstrates the six basic diamond shapes and allows students to explore their own creativity.

Following the activity, you could ask students this question: "When you chose the words for your advertisement describing your jewelry design, were you at all surprised by the feelings you had expressed?"

Further Activities

1. Encourage volunteers to pass their jewelry designs around the class so that everyone can see them. Pick one or two for discussion and ask students whether they agree with the designer's choice of words to describe his or her creation. What different words would they choose? Would they add words not on the list? Does a successful piece of jewelry express the feelings of the designer, or is it transformed by the wearer, reflecting his or her personality and feelings?
2. Have students write a poem that captures the tone of how their diamond designs make them feel.
3. Ask students to take the sheet with the diamond shapes home and interview a parent or friend, asking that person which shape he or she prefers and why. Discuss: "Knowing the person, could you predict the choice?"
4. Jewelry design is often a popular elective art course. Arrange to have an art teacher address your class on the subject of jewelry design and the special considerations involved in designing diamond jewelry.

Extended Activities

Upon completion of the unit, you may choose to extend the program by using one or more of the following activities:

1. Have a contest to determine which of your students' designs for diamond jewelry is the best. You might arrange for a reputable jeweler to serve as a judge for the contest.
2. Arrange a field trip for small groups to a reputable jeweler, such as one who is a member of Jewelers of America or the American Gem Society. (Be sure to call ahead and make preparations with the jeweler.) While at the store, students could compare stones of various qualities, and ask to see what instruments the jeweler uses for examining or appraising stones.
3. Students can expand on Activity Three by writing a full-length legend or fairy tale centering on diamonds.
4. Artistic students could prepare a display for the entire school to enjoy, including open-book pictures of famous diamonds and typed index cards telling their stories.
5. Arrange a field trip to a museum in your area which displays precious gems. Occasionally, collections of royal or famous jewels are lent out to museums, and this kind of exhibition would be particularly exciting for your class.

Activity 6 (Continued)

DIAMONDS

DIGGING UP THE FACTS

ACTIVITY 1

Whether you own a diamond now—or hope to own one someday—you probably already know something about this gem that has fascinated humanity for centuries and remains so popular today. Find out how much you know—and learn more—by checking "Agree" or "Disagree" in response to the statements below and then discussing them with your teacher in class.

	Agree	Disagree
1. A diamond is created from common carbon—much like the graphite in a lead pencil.	______	______
2. About one ton of ore must be mined to produce a one-carat diamond.	______	______
3. The engagement ring is a tradition that goes back over 500 years.	______	______
4. Even an uncut diamond is clearly recognizable as a precious gem.	______	______
5. Diamonds were first worn by men, not women.	______	______
6. By tradition, a woman wears an engagment ring on the third finger of her right hand.	______	______
7. Marie Antoinette was the first woman to receive a diamond as a token of her engagement.	______	______
8. A "flawless" diamond—virtually without blemish—is relatively commonplace, and accounts for about 50% of all diamonds sold.	______	______
9. Some diamonds are bright green, red, blue, or amber. These become collector's items.	______	______
10. A two-carat diamond costs more than two one-carat diamonds of the same quality.		______
11. Because a diamond is the hardest stone, it can't chip.	______	______
12. A diamond can scratch glass, but it won't scratch another diamond.	______	______
13. Diamonds have become symbols of eternal love.	______	______
14. You can clean a diamond with a mild liquid detergent and a toothbrush.	______	______
15. When shaping the stone, the diamond-cutter always saws it against the grain.	______	______
16. The largest cut diamond in the world is set in the Royal Scepter of the British Crown Jewels.	______	______
17. Eighty percent of all diamonds mined are not of high enough quality to become jewelry.	______	______
18. There is no such thing as a "cursed" diamond.	______	______
19. The word "diamond" is derived from the Greek word "adamas", meaning *unconquerable*.	______	______
20. The goal of a diamond cutter is to shape the stone so that it will reflect the maximum amount of light.	______	______

Activity 6 (Continued)

DIAMONDS

ACTIVITY 2

THE CONSUMER AND THE 4 Cs

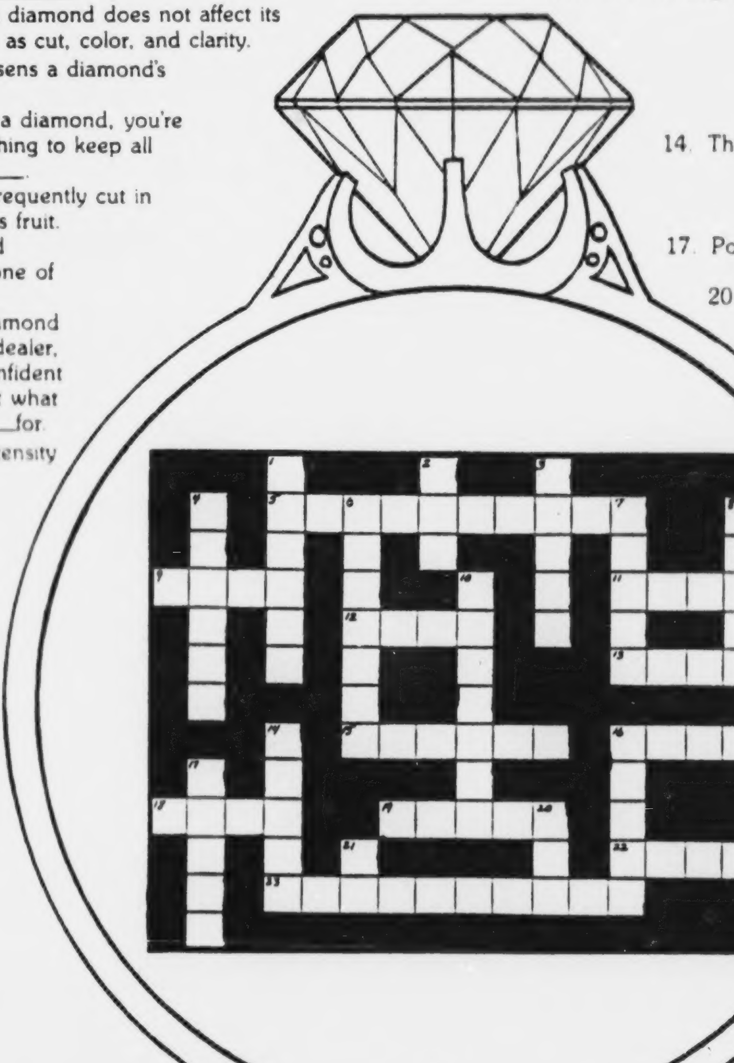
When you shop, it's possible to be dazzled by a diamond's size and overlook other important signs of quality. A consumer needs to remember that weight, or the number of *carats*, is only one of the 4 C's. The others are *color, cut,* and *clarity.* Read "Everything you'd love to know. . .about diamonds." Then fill in the crossword puzzle below. Many of the clues will remind you of terms you need to keep in mind when shopping—or just window-shopping—for a diamond.

ACROSS

5. Imperfections in a stone.
9. A symbol of the promise to marry; classically contains a single diamond.
11. Diamond shape that looks like an elongated circle.
12. Flawless diamonds are valuable because they are relatively ____________.
13. The_______of a diamond does not affect its beauty as much as cut, color, and clarity.
15. A color that lessens a diamond's value.
16. When selecting a diamond, you're choosing something to keep all your____________.
18. Diamonds are frequently cut in the shape of this fruit.
19. Unit of diamond measurement; one of the 4 C's.
22. If you buy a diamond from a reliable dealer, you can feel confident that you will get what you have_______for.
23. Refers to the intensity with which a diamond reflects light.

DOWN

1. Opposite of "married."
2. Term referring to work done by an expert to shape a diamond; one of the 4 C's.
3. A shade or tint; one of the 4 C's.
4. A carat consists of one hundred of these.
6. Refers to the degree to which a diamond is blemish-free; one of the 4 C's.
7. Small black dots on a diamond are called carbon________.
8. Worth of an object.
10. Individual who sells diamonds.
14. The seeds of this tree were once used to weigh diamonds.
16. Instrument that magnifies a stone ten times.
17. Popular diamond shape that looks like a Valentine.
20. Unit of weight used to measure ore.
21. The abbreviation for a slightly imperfect stone.



Created for The Diamond Information Center

DIAMONDS

ACTIVITY 3

LEGENDS, CURSES, AND DREAMS

Because diamonds are such enduring stones, individual gems can have a long history. Sometimes they are lost or stolen, and mysteriously disappear for long periods of time—only to reappear again, often under strange circumstances. Not all of the stories told about diamonds are true. Their extravagant beauty prompts people to spin endless tales and to dream of beauty and power. Here's one story told about "The Regent."

In 1701, a diamond was discovered by a slave in India. It weighted 410 carats. To hide it, he slashed the calf of his leg and put it under the bandages. Then he ran away to the coast and made a bargain with a ship captain: safe passage to another Indian town in return for half of the diamond's value. During the voyage, however, the slave mysteriously "fell" overboard, and the captain sold the diamond for $5,000. After enjoying his ill-gotten wealth, the captain began to be plagued by guilt and finally killed himself.

The Regent, however, survived and passed through the hands of some famous owners. In an encyclopedia, look up the history of The Regent, and write one or two sentences about when and how it was associated with each of the people below:

- **Thomas Pitt (Grandfather of William Pitt for whom Pittsburgh, Pennsylvania was named)**
- **Duke of Orleans**
- **Marie Antoinette**
- **Napoleon**

The famous Hope Diamond is supposedly cursed. Various unfortunate fates have befallen several of its owners. Do some research, and list some of the owners and events that have made the Hope the world's most famous diamond.

Owners	Events
1.	1.
2.	2.
3.	3.

A legend about another famous diamond, the Kasicki, begins like this: "In the year 1669, a very poor man found a pretty stone in a rubbish heap. He sold it to a spoon-maker for three wooden spoons. The spoon-maker sold it to a jeweler for ten silver coins."

Make up your own beginning for a legend about an imaginary "famous diamond."

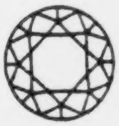
Outline how your story might continue to the present day.

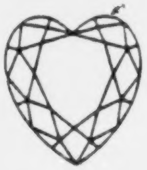
Activity 6 (Continued)

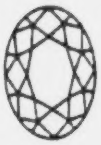
THE SHAPE OF YOUR IMAGINATION

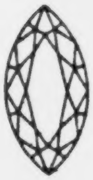
A diamond can spark your imagination. Below are six of the most popular diamond shapes. The round or "brilliant" shape, when properly cut, reflects the most light, but many feel that the interest and beauty of other, less traditional, shapes make up for any loss of brilliance. It's a matter of individual taste: a diamond reflects the personality of the wearer.

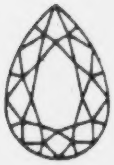
I. Express your personality—or your ideal self—by designing a piece of diamond jewelry. Using one or more of the shapes below, sketch it in the space provided, and write one or two sentences describing the material used in the setting, the size of stones, how and when it might be worn, etc.

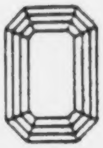

brilliant


heart shape


oval


.arquise


pear shape


emerald

II. Write an ad for your piece of jewelry using whichever terms below best express your design. For inspiration, you may want to look at any of the "A Diamond Is Forever" ads that appear in many magazines.

elegant
queenly
daring
sophisticated
mysterious
regal
cherished
powerful
fiery
warm
extravagant
exotic
playful
sweetheart
flawless
"in love"

Headline: ______________________________

____

Copy: ______________________________

____

____

____

____

____

____

____

____

____

____

Source: Diamond Information Center, (1984). Reprinted permission of Lifetime Learning Systems, Inc.

COURSE: Relationships

UNIT: Adult Lifestyle

TOPIC: Becoming a Couple

LESSON: Marriage Preparation/Laws:
-Marriage
-Common Law Marriages
-Prenuptial Agreements

PROCESS SKILLS: The student will:

1. Examine laws and preparation for marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/V 1. Use as a handout or transparency to discuss the legal requirements for obtaining a marriage license in the state of Colorado.

R/V 2. "You Have a New Name Now" handout or transparency. Review the listing of legal documents which need to be changed upon being married.

R/W/V 3. Students should research additional questions on marriage and divorce laws, such as
  a. How long is the waiting period?
  b. Who may legally marry couples?
  c. What persons, if any, are prohibited from marrying?
  b. Marriage laws in different states.
  e. How long a couple is required to be together before it is considered common law marriage. (Discuss common law marriages.)
  f. What constitutes an annulment?
  g. What is legally different if the woman decides to keep her given name?
  h. Length of time it takes to get a divorce.
  i. Prenuptial agreements.

W 4. Brainstorm and list on the board areas that might be mentioned on a prenuptial agreement. Have students write a mock prenuptial agreement.

INFORMATION SHEET
LAWS

Why laws are necessary:

A. Regulates participants, children, and society
   1. Authorized record
   2. Protects property rights
   3. Protects inheritance of persons
   4. Protects rights of children
   5. Helps courts make equitable decisions

B. Common Law
   1. Mutual consent in front of a witness
   2. Private agreement
   3. Requires divorce if break up

C. Mutual consent
   1. Couple willing
   2. If terms not met, marriage considered invalid

D. Special contracts
   1. State number of years to be married
   2. Lists marital responsibilities

Activity 1

MARRIAGE REQUIREMENTS

The following are marriage requirements for the state of Colorado:

1. **BLOOD TEST**
   No blood test is required for either male or female.

2. **IDENTIFICATION**
   Legal identification for proof of age is required; this can be a valid drivers license from any state, original or certified copy with embossed seal of your Birth Certificate, Baptismal Certificate, with church seal, Military ID (with picture, signature, and age bearer), or Passport. Social Security number is required if one is available. Both persons should be present to apply for the license; if this is not possible the ABSENT MEMBER will fill out an affidavit form which is available in the Clerk's office, signed in the presence of a notary. The affidavit and identification for the absent member will be brought to the Clerk and Recorder at the time of application.

3. **AGE**
   Legal age without parental consent is 18 for both persons. If under the age of 18 and over 16 years of age written consent signed by both parents or legal guardians is required. This statement needs to be signed in the presence of a notary or both parents can sign at the time of application. Anyone under the age of 16 must have a Judicial Court Order from the county where the person resides.

4. **DIVORCE OR DISSOLUTION**
   If divorced, the person will need to have the date, place, and court where the final decree was granted. If the female had a change of name granted at the time of the divorce, it will be necessary for her to have the civil action number.

5. **COST**
   Fee for a Marriage License is $20.00 cash only. License may be used immediately and is valid for 30 days from the date of issue.

*Additional information may be obtained from the Clerk and Recorder's office in your county.

Activity 2

YOU HAVE A NEW NAME NOW . . .

Upon being married, you may have more records to change than you realize.

- If you have a job, you'll need the payroll changed to your new name and address.
- Your Social Security number will remain the same but a name change will be in order.
- Your publishers need notification of new name and address (mailing, clubs, associations, magazines).
- Your will needs to be rewritten. You may want a change in beneficiary.
- If you own a car, the registration will require a name change. If you move to another state, a new registration plus license will be required. Your driver's license also needs a name change.
- If you have a checking or a savings account you may wish to change the kind of account (from a single to a joint account) as well as change the name and secure new signature cards.
- If you have charge accounts, you may wish to close them and open new accounts in your new name.
- If you have life insurance, you may wish to review the coverage as well as change the name. The beneficiary may need to be changed.
- If you are still in school, your new name should go on official records. Church and club membership records should be changed also.
- If you belong to a group health plan or have individual coverage you'll want to review your present eligibility for health and accident insurance. Do not drop your present insurance until the new coverage becomes effective.
- Income tax records (especially the tax withholding forms) will need a change.
- If you own securities, be sure to review them in light of your present situation.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Becoming a Couple

LESSON: Marriage Preparation/Customs and Traditions:
-Ceremony/Types

PROCESS SKILLS: The student will:

1. Examine laws and preparations for marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W 1. "Wedding Traditions" handouts. Use for 'short' student reports. Each student is assigned one tradition or country for class report.

V 2. List the wedding traditions the students' families observe or those which they have seen.

W 3. "Wedding Customs Crossword"--crossword and answer sheet.

4. Word find for "Tuning in on Tradition."

INFORMATION SHEET

Wedding Traditions

A. Attendants (at least one for bride and one for groom)
   1. Mark of friendship and honor
   2. Depends on size of wedding

B. Flowers
   1. Symbolize fertility
   2. Bouquet or crown, any color

C. Throwing the Bouquet
   1. Believed to bring luck
   2. Girl who catches, next to marry

D. Music
   1. Create mood of solemnity and joy
   2. Wedding march

E. Gifts
   1. Between bride and groom
   2. Friends -- gift of love and assurance

F. Rings
   1. Symbolize eternity
   2. Diamond is most common gem
   3. Third finger

G. Bachelor party

H. Shivaree (Charivari)
   1. Party with newlyweds after honeymoon
   2. Pranks - wheelbarrow, etc.

Honeymoon

A. Purposes
   1. Provides togetherness
   2. Privacy for the couple
   3. Enjoy social and recreational activities of mutual interest
   4. Develop pattern of adjustment

B. Moderate spending

C. Trend for a shorter honeymoon (weekend)

D. Should be well planned

Information Sheet (Continued)

E. Problems
  1. Unrealistic
  2. Too strenuous or tiring schedule
  3. Boredom
  4. No compromise on activities

Contracts and ceremonies

A. Religious ceremony
  1. Contributes to stability of marriage
  2. Friends, family and community can witness
  3. Clergyman performs and guides ceremony
  4. Interfaith ceremonies

B. Civil ceremonies
  1. Home or office
  2. Simple ceremony, matter of minutes
  3. Few guests
  4. Official presides (Judge, etc.)

C. Elopement
  1. Escape, secret marriage to eliminate pressures
  2. Informal civil or religious ceremony
  3. Reasons
    - Parental objection
    - Pregnancy
    - Avoid restrictive State laws
    - Conflicts with religion
    - Escape pressures of big wedding
    - Thrill-seeking
    - Avoid publicity
  4. Over half of elopement marriages end in divorce

Information Sheet (Continued)

Wedding Traditions Around the World

Something borrowed? Try an old bridal custom from your ancestral land to add a touch of color and sentiment to your wedding.

AFRICA
Sometimes tribes perform a marriage ceremony by binding bride's and groom's wrists together with plaited grass. Show your new ties by holding hands as you take that walk back up the aisle together as husband and wife.

BELGIUM
The bride embroiders her name on her bridal day handkerchief, frames it, and keeps it till it's time for the next family bride to marry. Share this tradition with your attendants --embroider a handkerchief for each one of them to treasure and hand down to their families.

BERMUDA
Islanders top off their three-tiered wedding cakes with a tiny tree sapling. The newlywed plant the tree at the reception. Put your little tree in a place where you both can watch it grow along with your marriage.

CHINA
The color of love and joy in Old China - red - was the favorite choice for the bride's dress, candles, gift boxes, and her money envelopes. Tuck a red rosebud in his lapel, wrap maids' gifts in red paper -- for color and luck.

CZECHOSLOVAKIA
Brides wear wreaths of rosemary woven for them on their wedding eve. Include a sprig in your bouquet for wisdom, love, and loyalty.

ENGLAND
The country bride and her wedding party always used to walk together to the church. Leading the procession - a small girl strewing blossoms along the road so the bride's path through life would always be happy and flower-laden. Substitute a nosegay at your indoor ceremony so no one slips on the petals. And walk to your reception site if it's nearby; everyone loves taking a look at the bride - you.

FINLAND
Brides once wore golden crowns. After the wedding, unmarried women danced around the blindfolded bride. Whoever she crowned would marry next. Change your headpiece to a garland of flowers at your reception. Choose the next bride-to-be the same way - that way you get to save your bouquet as a memento.

FRANCE
Newlyweds drink the reception toast from an engraved two-handle cup which will be passed on to future generations. Register now for your silver cup so you'll be sure to have it in time for a bubbly champagne toast at your reception.

GERMANY
Brides carry salt and bread, their grooms pocket loose grain to insure a life of plenty. Sew up little satin bags -- one for him, one for you -- to take with you down the aisle.

GREECE
Couples hold candles trimmed with flowers and ribbons. Planning a later afternoon or evening wedding? Then say your vows by candle-glow too -- save one of the tapers to relight for a romantic first-anniversary dinner.

HAWAII
Marry where the Hawaiian Americans do -- in Kavai's Fern Grotto -- a natural cave feathered by giant ferns. Do the next best thing if you can't marry in Hawaii. Honeymoon there! Ask your travel agent to help you plan your trip.

HOLLAND
Dutch families plan a party prior to the wedding. Bride and groom sit on thrones under a canopy of fragrant

evergreens -- for everlasting love. One by one the guests come up and offer their good wishes. Why don't you host an informal buffet or barbecue for all your out-of-town guests. Introduce them all around so they'll get to know everyone before the wedding.

INDIA
The groom's brother sprinkles flower petals on the bridal couple at the end of the ceremony. Ask both your parents and his to strew petals after you say your I do's.

IRAN
When this country was called Persia, the groom bought the wedding dress -- ten yards of white sheeting to wrap 'round and 'round his bride. Not your style? Then ask your groom to remember the old tradition with a token gift .. a white wedding handkerchief to complete your wedding ensemble.

IRELAND
Marry on December 31st, the day the Irish think is the luckiest one for weddings.

ITALY
Wedding guests toss confetti, sugared almonds, at the new couple. Decorate your reception tables with little boxes brimming with almonds -- favors your guests love.

JAPAN
Bridal couples take nine sips of sake, become husband and wife after the first sip. Borrow a Japanese reception tradition for your ceremony. After you and your groom drink from the wine cup, ask your parents and his to exchange sips to show the close ties between your two families.

MEXICO
Gather your guests around you in a heart-shaped ring and whirl through your first dance together as husband and wife.

NORWAY
After a reindeer-kebab dinner lit by midnight sun, guests there do what yours will do -- dance and dance the night away.

POLAND
Reception guests pin money on the bride and groom to buy a dance. Collect your pin money in a white satin purse. You'll find just the right one at your bridal salon.

RUMANIA
Guests toss sweets and nuts at the new couple to wish them prosperity. Make up packets of birdseed for your guests to throw, a wedding feast for wrens and robins.

RUSSIA
Wedding guests don't give presents -- they get them! Only close relatives give gifts to the bride and groom. Favor your guests with tiny picture frames, bud vases, sachets.

SPAIN
Traditional musts for the bride -- a black silk dress, mantilla, orange blossoms for the hair. For the groom; a tucked shirt hand-embroidered by the bride. Try a lacy white mantilla for your headpiece. Treat your groom to a shirt from the formal wear store and hand embroider his initials on the cuff.

SWEDEN
To frighten away trolls, bridesmaids once carried bouquets of pungent herbs- and the groom sewed thyme into his clothes. Include fragrant lavender in your bouquet.

SWITZERLAND
The junior bridesmaid leads the procession with handfuls of colored handkerchiefs for guests. Whoever gets a handkerchief contributes a coin toward your first nest egg.

WALES
The bride gives her attendants cuttings of myrtle from her bouquet. Tell your maids that if their plants bloom, another wedding will be soon.

Information Sheet (Continued)

WEDDING TRADITIONS

Many wedding traditions are based upon ceremonial rites practiced thousands of years ago. Other traditions are based upon fears and superstitions of ancient societies. Nearly every issue connected with today's ceremony can be traced to ancient customs, symbols and rituals.

Engagement and wedding rings: Down through the years royalty has celebrated betrothals with diamond rings. The first engagement ring was given by Archduke Maximiliam of Austria in 1477. Wedding rings are symbolic of the strength of the wedding covenant. The ancient groom tied a grass ring around his bride's ankles to symbolize protection and unity.

Diamonds are invincible, always enduring. Locked in the heart of every shining diamond is a pledge of love. Because the diamond lasts forever, so will the promise and the sentiment it protects.

Every diamond sparkles brilliantly and guards love through all eternity. The sparkling of the diamond reflects the happiness of your marriage.

The diamond is set in gold because gold is pure, as pure and wholesome as your marriage.

The reason a ring is exchanged and not other jewelry or trinkets is because a ring is a circular shape having no beginning and no end. It represents true, lasting, and unending love.

Wedding rings and engagement rings are worn on the third finger of the left hand because ancients believed that the third finger of the left hand had a vein which ran directly to the heart. The English Prayer Book of 1549 specified the third finger of the left hand as the ring finger for both the bride and the groom. Since then it has become the custom for all English-speaking people to wear the wedding band and engagement ring on this finger. The wedding ring was a symbol of eternal love from Egypt. Gold rings were used as currency. A groom showed he trusted his bride with his money by placing a ring on her third finger.

Bridal shower: It is believed that the first bridal shower took place in Holland when a maiden fell in love with a poor miller. Her father forbade the marriage, but the miller's friends "showered" the bride with gifts so she would be able to marry without the benefit of the traditional dowry which helped most brides set up housekeeping.

Bachelor party: The bachelor party, or the "stag party" as it is often called, was originally planned as the groom's last fling with the boys. It usually ended in an unpleasant "morning after." Today a bachelor party has become a bachelor dinner where the groom takes his groomsmen to dinner. At some time during the dinner the groom proposes a traditional toast to his bride. After the toast, it is customary for them to break the glasses so they may never be used for a less worthy purpose.

Tying the knot: "Tying the knot" as we refer to the marriage ceremony itself, has meant exactly that in some European countries and many parts of India where the marriage pair not only hold hands during the ceremony but are actually tied together.

Giving the bride away: The custom of having the father give the bride away dates from the time when daughters were more of a possession and negotiations were made to the father's satisfaction before he publicly relinquished her. Today the father walks with the bride down the aisle and gives her to the waiting groom.

Information Sheet (Continued)

Best man: Although presumed to express friendship, the office of "best man" dates back to marriage by capture, when a man's best friend assisted him in snatching his bride from an enemy tribe or from an unwilling father in his own tribe. There was considerable danger for the best man in carrying out the duties of his office. Sometimes he stood off assaults of the angry enemy or relatives while his friend made his getaway.

Veil: It is a custom that the bride wear a veil over her face as she walks down the aisle to meet her groom. The veil is a sign of youth, purity, modesty and respect. The custom dates back to the time when girls were viewed as treasures to be purchased. The bride's face was covered on her wedding day until her husband lifted the veil and gazed for the first time on his prize. It is also thought to have evolved from the days of old when the bride stood beneath a canopy to signify that she would forever be under her groom's protection.

Bride wears white: The early Romans wore white on their sacred days to denote purity. The church has always considered white a festival color emblematic of purity.

Bride carries flowers: Ancient Roman brides carried bunches of herbs under their wedding veils as symbols of fertility and fidelity. The Saracens chose orange blossoms; they were considered the flower of fertility and happiness because the orange tree blooms and bears fruit at the same time. Lilies have long been symbols of purity, and roses the flower of love. Ivy was used at early Greek weddings as a sign of indissoluble love. In the olden days, wedding bouquets were made of strong herbs like thyme and garlic to frighten away evil spirits. Even the groom wore a few sprigs of the pungent stuff.

Something blue: The brides of Israel in ancient times wore a blue ribbon on the border of their fringed robes to denote purity, fidelity, and love. Today, that something blue is the garter. Blue is also associated with the purity of the Virgin Mary.

The bride's handkerchief: Early farmers truly believed that the tears shed by a bride on her wedding day were lucky and would provide much rain for the crops. The well-prepared bride kept her hanky close.

Wedding toast: This quaint tradition stems from the old French custom of placing bread in the bottom of the glass. The drink was then drained to get to the "toast." Legend has it that whoever finished first, bride or groom, would rule.

Wedding cake: Cake has been a part of the wedding celebrations since the ancient Romans. They broke a loaf over the bride's head at the end of the ceremony. The wheat from which it was made was a symbol of fertility and the guests eagerly sought the crumbs as good luck tokens. In England, during the middle ages, it was traditional for the bride and groom to kiss over a pile of small cakes. When an enterprising baker decided to mass all these small cakes together and cover them with frosting, the modern tiered wedding cake was born. The bride and groom feed each other the cake to symbolize their becoming one flesh, each becoming a part of the other.

Information Sheet (Continued)

Throwing rice: This custom originated in Indo-China. The wedding guests throw rice on the newlyweds for "good luck and many children." In the Orient the throwing of rice means "May you always have a full pantry." Believing newlyweds brought good luck, early people showered them with nuts and grain to ensure a bountiful harvest and many children to work the land. The custom continues today as we toss rice to wish the bride and groom happiness.

Honeymoon: In ancient marriages by capture, the groom kept his bride in hiding to prevent searching relatives from finding her. The term had its origin when early Teuton couples drank a honey drink, known as mead or metheglin, for thirty days after their wedding or until the moon had waned. Hence, this period of seclusion came to be known as the honeymoon.

The legend goes that early man captured his wife and hid her until the moon completed a 30-day cycle. During this time they drank a honey brew. Hence, honeymoon.

Wedding Symbols

JOYOUS WHITE

White wasn't always the most popular color for a wedding in America. In fact, before the 19th century, a bride simply married in her Sunday best, whether a pastel brocade suit or a multi-colored ethnic skirt. Brides of other lands also appeared in non-white dress. Red was a favorite during the Middle Ages in Europe, and black velvet was the yen of Icelandic brides just 50 years ago. Over the years, many brides did choose dresses of white, which the Greeks thought was the mythological color of celebration for the gods. In the late 1800's, the meaning changed: a white dress represented purity. Today it has changed again; white merely symbolizes the wedding itself and can be worn happily by any (including the second-time and reaffirming) bride.

LOVELY LACE

Those lacy, intricate details on the dress, veil, underpinnings, gloves were once regarded as fine art. In ancient Europe, noblewomen made certain that the dresses they wore for important celebrations were decorated with lace. However, on an occasion as magnificent as a wedding, many peasant brides even sewed a bit of frilly lace on their ceremonial aprons.

A BREATHTAKING VEIL

The veil, one of the most ancient of wedding traditions, has almost always stood for youth and virginity. Even today in Eastern countries (like India and Saudi Arabia), the innocent bride veils her face during the ceremony, revealing only her eyes. Nellie Christie was the first American woman to wear a long, white veil of lace - when she married Lawrence Lewis, an aide to President Washington. Why lace? Nellie remembered that the major had once glimpsed her face through the lace curtains of an open window and that afterwards he couldn't stop telling her how beautiful she had looked!

FLOWERS GALORE

Flowers bloom at weddings. Whether fresh cut or silk, they are exquisitely beautiful and symbolize a myriad of values. Flowers once meant fertility, but now delicate, sweet-smelling flowers mean much happiness.

SOMETHING OLD

How does a bride adorn an already stunning gown? She heeds the famous lines of the

Information Sheet (Continued)

anonymous British verse, "Something old, something new, something borrowed, something blue." Something old favorites are an heirloom jewel, Mother's wedding hanky.
Something new is often the bride's dress or bouquet. Something borrowed might be pearls or a heart pendant lent by a loved one. Something blue has been a must since Israeli brides fastened a blue ribbon to their dress hems. The modern day version? A blue-trimmed garter.

A RING FOR LOVE

The ring as a symbol of marriage may have evolved from an African custom where the bride's and groom's wrists were tied together with grass during the ceremony. And when grooms negotiated purchase of their brides, they often gave metal rings as partial payment. Eventually, the more precious the metal the wealthier the groom. In any case, the bride received just one ring - upon her engagement. Then, in 1215 the Pope declared a longer waiting period between betrothal and the marriage. So, a second ring, the wedding ring, was placed on the bride's finger during the ceremony when she finally wed.

LUCKY GARTER

The something blue on the bride's garter brings her luck. But for the man who catches it, the garter might bring him a wife! It all started in old England, when the guests would invade the bridal chamber and steal the bride's and groom's stockings. The guests would "fling the stockings" of the couple over their heads to determine the next to wed. By the 14th century, only the bride's garter was prized - and just as energetically. Guests would race for it at the end of the ceremony. Unfortunately, this resulted in sprained ankles and slipped discs! So, the bride or her groom began removing the garter and tossing it to the crowd of only male guests.

THROWING OLD SHOES

Throwing old shoes after the bride meant transfer of authority from the bride's father to her new husband. Seldom used today, this tradition is possibly best kept alive by tying old shoes to the back of the newlyweds' car.

OVER THE THRESHOLD

Because ancient practice was for the man to steal his bride, he was forced to carry her over the threshold kicking and screaming. The practice has evolved into a romantic gesture that welcomes the bride home.

Activity 3

Name ______________________________

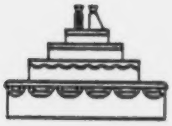
____

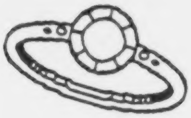
WEDDING CUSTOMS CROSSWORD

Just For Fun

Across

1. church bench
3. pre-wedding party for bride
6. served with punch at home reception
9. bride's wardrobe
11. preposition
12. letters put on invitation when reply is requested
13. social rules
14. ceremonies: rituals
15. a present
19. Means "headache" - noisy serenade to bride and groom
23. A bride traditionally wears ______ to cover her face. (two words)
25. homonym of two
27. comes from word meaning "weaving"
29. female wedding attendants

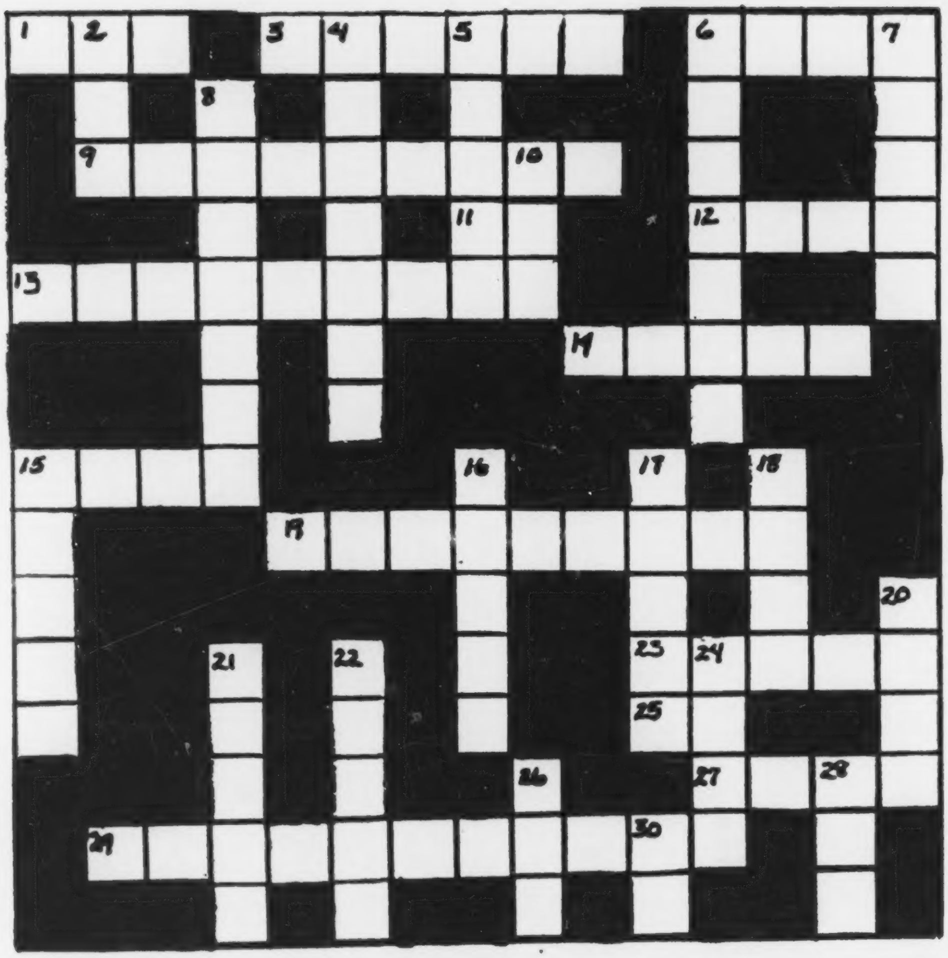




Down

2. we do this at wedding receptions as part of age-old ritual
4. mother of bride at reception
5. principal grain of Slavonic countries; it is thrown at newlyweds
6. one of the 4 C's in selecting diamonds
7. run away to marry
8. thrown by bride for good luck
10. past tense number two
15. bride's husband
16. makes most of the wedding arrangements
17. measurement used for diamonds
18. thrown at newlyweds for luck and fertility
20. color worn by bride, as mentioned in jingle
21. creates mood of solemnity and joy at weddings
22. male wedding attendant
24. promises made by bride and groom
26. best ______
28. a charge for professional services
30. bride and groom say: "I ___"

Activity 3 (Continued)


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30

Activity 4

Name ______________________

____

TUNING IN ON TRADITION

Directions: Can you find the 19 terms which describe how families can differ?

R W T Q U T O P Y M H K B P K I N N E T W O R K Z L E C A I

C M L E X T N U C L E A R R J W Z P E X O Y C N B V C A R S

O U T Y H G N C Q G Q D M A T X P I U Y E L J W Q P U I R E

M W E A L O X C V L U Q P O M D W E D D I N G S E R T F A X

P V B M N L Y O I P A A Q P W R E A X P U I O B C Z W U N R

E W I J A K R P O I L Y A I A Q O P E T W P O I U M W N G O

T C V B N J H G W Q I P O I W T E X R Q E O I U Y A X E E L

I A M A R R I A G E T A B O O S R X A I O N E T R T A R D E

T A M A T R I L O C A L M D A E I I X A C A D O X R X A M S

I W Q S D J H I U Y R P I U M N T S A G F E S E A I G L A U

O R T Y U I O P L K I G F J H B U S D R S X Z C D A H S R M

N R Y I B I R T H D A Y S T E R A I O U C U L T U R E A R E

B V C X Z S U I O A N D M O B I L I T Y D H O I T C C A I S

Y T I J M S A Z X C V B H G D I S W Q E T R A E O H A E A I

R E Q W Y T P A T R I L O C A L R D L I Y T R L I A E O G R

D G H L K M B V C X K J H G I U Y T R E W I O J L L E O E D

E R T Y U I O P L K J H G F D S A Z X C V B N N M D O P S P

ANSWER KEY

ACTIVITY 3

Wedding Customs Crossword

Across

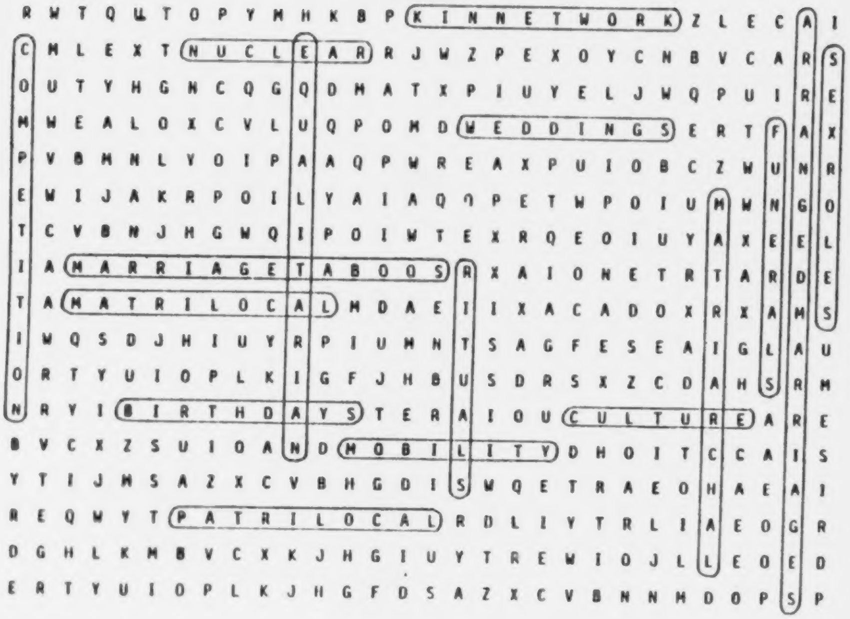
1. pew
3. shower
6. cake
9. trousseau
11. at
12. RSVP
13. etiquette
14. rites
15. gift
19. charivari
23. a veil
25. to
27. wife
29. bridesmaids
26. man
28. fee
30. do

Down

2. eat
4. hostess
5. wheat
6. clarity
7. elope
8. bouquet
10. ate
15. groom
16. bride
17. carat
18. rice
20. blue
21. music
22. usher
24. vows

ACTIVITY 4

Tuning In On Tradition



```
R W T Q U T O P Y M H K B P K I N N E T W O R K Z L E C A I
C M L E X T N U C L E A R R J W Z P E X O Y C N B V C A R S
O U T Y H G N C Q G Q D M A T X P I U Y E L J W Q P U I R E
M W E A L O X C V L U Q P O M D W E D D I N G S E R T F A X
P V B M N L Y O I P A A Q P W R E A X P U I O B C Z W U N R
E W I J A K R P O I L Y A I A Q N P E T W P O I U M W N G O
T C V B N J H G W Q I P O I W T E X R Q E O I U Y A X E E L
I A M A R R I A G E T A B O O S R X A I O N E T R T A R D E
T A M A T R I L O C A L M D A E I I X A C A D O X R X A M S
I W Q S D J H I U Y R P I U M N T S A G F E S E A I G L A U
O R T Y U I O P L K I G F J H B U S D R S X Z C D A H S R M
N R Y I B I R T H D A Y S T E R A I O U C U L T U R E A R E
B V C X Z S U I O A N D M O B I L I T Y D H O I T C C A I S
Y T I J M S A Z X C V B H G D I S W Q E T R A E O H A E A I
R E Q W Y T P A T R I L O C A L R D L I Y T R L I A E O G R
D G H L K M B V C X K J H G I U Y T R E W I O J L L E O E D
E R T Y U I O P L K J H G F D S A Z X C V B N N M D O P S P
```

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Becoming a Couple

LESSON: Marriage Preparations/Customs and Traditions:
-Vows/Commitments
-Premarital Counseling

PROCESS SKILLS: The student will:

1. Examine laws and preparations for marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W 1. Students will complete the "Wedding Vows" assignment. This can be used at mock wedding - either memorized or on a 3x5 card. A set of traditional wedding vows can be copied from a minister or civil officer.

W/CT 2. Have students complete "Marriage - A Commitment." Discuss as a class the different views of marriage commitment.

3. Ask a minister or priest to come in to discuss what constitutes premarital counseling, what is involved, and any other areas of interest. Have students prepare questions for the speaker to answer. Provide the speaker with them ahead of time to answer during class time.

W/CT 4. Have students complete "Premarital Counseling - When is it Needed?" Discuss as a class the different views surrounding premarital counseling.

Activity 1

Name ______________________________
____

WEDDING VOWS

Wedding vows are probably the most serious and meaningful time of the wedding. They say to the person you are marrying just exactly how you feel about him/her and why you have chosen him/her for your partner for life.

Please write your own vows for your future "real" wedding. They should be at least half a page or more. This assignment is worth __ points to you. Please use the following as an example, not word for word!!!! Thank you.

ON THIS DAY, OUR TWO LIVES BECOME ONE.
ON THIS DAY, I PLEDGE MY EVERLASTING LOVE TO YOU.
ON THIS DAY, I PLEDGE TO YOU, COMMITMENT - A COMMITMENT THAT
SHALL ENDURE THROUGH ALL OF THE SEASONS OF OUR LIFE TOGETHER.
ON THIS DAY, I PLEDGE TO BE YOUR SUPPORTER; THE ONE WHO LISTENS
WHEN YOU NEED TO BE HEARD; THE ONE WHO LAUGHS WHEN YOU NEED
LAUGHTER.
ON THIS DAY, MY LIFE BEGINS WITH YOU: MY FRIEND, MY LOVE, MY LIFE.

Activity 2

Name ______________________________
____

MARRIAGE - A COMMITMENT

Directions: Complete the following questions and statements dealing with the commitment of marriage. Be prepared to discuss your answers with the class.

1. Write your reaction to the statement, "Marriage is a lifelong commitment." Do you agree or disagree? Explain.

2. What are your feelings about the statement, "Getting a divorce is too easy. People go into marriage feeling that if it doesn't work out they can always get a divorce."

3. Explain what you believe to be society's view on commitment in marriage.

4. How do you feel our society would be different (either good or bad) if people valued the commitment of marriage?

5. What if couples were unable to get a divorce; what might society be like?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Activity 4

Name ______________________________

____

PREMARITAL COUNSELING - WHEN IS IT NEEDED?

Directions: Read and complete the following items dealing with premarital counseling. Be prepared to share your responses with the class.

1. What are your feelings about premarital counseling, testing, etc.?

2. What if you wanted to get married and your parents required you to go through premarital counseling? What would your response be?

3. In what situations do you believe premarital counseling is necessary?

4. Give an example, if you can, in which premarital counseling may have saved a couple from unnecessary headaches and heartaches.

5. Do you believe society should make premarital counseling a requirement prior to getting a marriage license? Explain your response.

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Becoming a Couple

LESSON: Marriage Preparations/Customs and Laws:
-Planning/Costs

PROCESS SKILLS: The student will:

1. Examine laws and preparations for marriage.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/V 1. Use "Financial Responsibilities of the Wedding Party" to discuss who is responsible for paying for what. *Note: every wedding varies, the information sheet is a compilation of several different sources; therefore, it gives a good summary of what are customarily the divisions in the cost of weddings.

R/V 2. Use "Arranging the Wedding" to discuss the wedding planning process. *Note: this is only a guideline, time lines vary in each situation.

3. "Mock Wedding - Committee Planning Sheets" can be utilized if a mock wedding is performed. The point of this activity is in the planning. Students have to make decisions regarding a budget, collect from the class the money required, work in a committee, gather community support and resources, and be totally responsible for all aspects of the "wedding."

R 4. The "Wedding Planner" packet can be utilized for the mock wedding simulation, or to cover with class all the aspects of planning and participating in a wedding.

RESOURCES:

1. The Wedding Pages (Free). 11128 John Gatt Blvd., Omaha, Nebraska 68137. 1-800-843-4983.

Activity 1

Name ______________________________

____

FINANCIAL RESPONSIBILITIES OF THE WEDDING PARTY

There are no absolute rules on who pays for what. There are, however, traditions. While traditions are still honored, remember that tradition often gives way to the reality of cost and time, as well as individual preference. New patterns of living and new attitudes are setting new trends. It is becoming more acceptable for the groom's family to cooperate on wedding reception expenses. Also, if the bride wishes, she may assume any responsibilities that belong traditionally to her family. This is why communication is extremely important in the early planning stages of any wedding.

The Bride

1. Groom's ring
2. Groom's wedding gift, if any
3. Presents for the attendants
4. Lodging for out-of-town bridesmaids (if necessary)
5. Personal stationary (optional)

The Groom

1. Marriage license
2. Bride's engagement and wedding rings
3. Bride's wedding gift, if any
4. Gifts for best man, groomsmen and ushers
5. Bride's bouquet, corsages for mothers, boutonnieres for the men in wedding party (sometimes includes grandmothers and sisters of both families)
6. Fee for the clergy
7. Honeymoon
8. Gloves, ties, or ascots for men of the wedding party
9. Hotel accommodations for groomsmen, ushers from out of town (if necessary)

The Bride's Family

1. Wedding invitations and announcements, and mailing costs
2. Bride's wedding dress and trousseau
3. Engagement and wedding photographs
4. Cost of ceremony, music, etc.
5. Aisle runner and other equipment (when used)
6. Flowers for decorations, bride's bouquet, bridesmaids, flower girl
7. Entire cost of the reception, dance, etc.
8. Bridesmaids' luncheon (if one)
9. Wedding gift for bride and groom

The Groom's Family

1. Their wedding apparel
2. Their own traveling expenses and hotel bills
3. Rehearsal dinner, optional
4. Wedding present for bride and groom

The Attendants

1. Clothes for wedding (unless bride & groom pay for them)
2. Traveling expenses
3. Wedding gift for couple (possible shower gift)

Activity 2

ARRANGING THE WEDDING - TOGETHER

You need at least three - preferably six - months to arrange a formal wedding. The following list is designed as a guide to taking care of all details at the proper time.

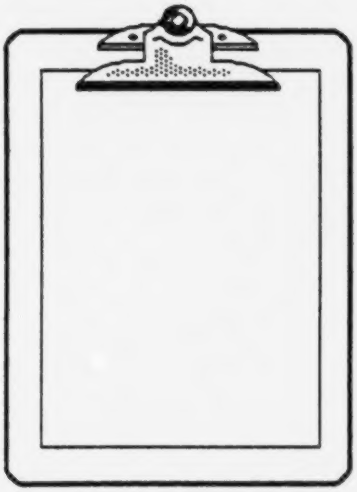
Three - Six Months Before
- Set wedding date.
- Discuss your overall wedding budget with your parents.
- Select the size, style, and site of your ceremony.
- Set up date with site of ceremony (many churches have long waiting lists)
- Make arrangements to visit the clergyman together
- Plan your reception and make the necessary reservations.
- Choose and order wedding gown, veil, and accessories.
- Select and register china, silver, crystal, and other choices.
- Both bride and groom start guest lists.
- Choose and ask friends you prefer as attendants to be in the wedding party.
- Plan new home and begin household shopping.
- Begin shopping for trousseau.

Two Months Before
- Complete guest lists.
- Order invitations, announcements, and personal stationery.
- Address envelopes for invitations and announcements.
- Invite your attendants; order gowns and tuxes.
- Engage a photographer and arrange for your bridal portrait.
- Make an appointment for a physical examination.
- Arrange all the reception details with the caterer.
- Discuss ceremony details with proper church authorities.
- Discuss color scheme with mothers so they can order gowns.

One Month Before
- Buy each other's wedding gifts.
- Mail invitations.
- Choose and order flowers for your attendants.
- Order the groom's wedding ring.
- Arrange lodging for out-of-town guests and attendants.
- Make arrangements for luncheons (bridesmaids, groomsmen).
- Plan rehearsal dinner.
- Order your wedding cake.
- Write thank-you notes for all gifts as they arrive.

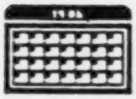
Two Weeks Before
- Complete trousseau.
- Go together to get wedding license.
- Arrange for transportation of the bridal party to the church.
- Check on newspaper wedding announcement details.
- Check on the delivery of all purchases.

One Week Before
- Begin your honeymoon packing.
- Give the final estimate of reception guests to the caterer.
- Arrange the rehearsal and inform the wedding party.
- Check on final details with florist and photographer.



Activity 2 (Continued)

BRIDE'S CALENDAR



Six Months Before

- Buy a wedding planner and memory album.
- Discuss wedding budget with your parents; if you'll share expenses, include fiance, his parents; decide on the wedding style - everything from flowers to food, cake.
- Decide on wedding and reception sites.
- Determine the number of guests you can accommodate and let in-laws know.
- Plan color scheme for wedding and reception.
- See clergy member or judge with fiance'.
- Plan reception; make reservations.
- Choose and order your dress and accessories.
- Select and register china, silver, etc.
- Begin guest list; have fiance' do his.
- Choose attendants.
- Plan new home; begin shopping for it.
- Send for honeymoon brochure; consult a travel agent for ideas.

Three Months Before

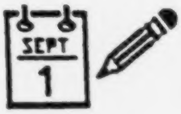
- Complete your guest list.
- Order invitations and announcements (allow four weeks for printing). Start addressing them upon receipt.
- Shop for trousseau.
- Set date to order attendants' dresses; confirm delivery date for your dress.
- Select a portrait photographer.
- Make an appointment with gynecologist for examination and discussion of birth control.
- Make your honeymoon reservations.
- Plan ceremony and reception details with organist, caterer etc.

One Month Before

- Buy groom's wedding gift.
- Mail your invitations.
- Have final dress and headpiece fitting.
- Have portrait taken.
- Choose gifts for your attendants.
- Order groom's ring.
- Arrange lodging for out-of-town guests and maids.
- Plan your bridesmaids' luncheon.
- Make plans for the rehearsal dinner.
- Write thank-you notes for gifts.
- Arrange for announcement in newspaper.

Two Weeks Before

- Go with you fiance' for marriage license.
- Arrange to transport attendants to church.
- Send announcements to newspapers.
- Make appointment with hairdresser.
- Check honeymoon reservations.

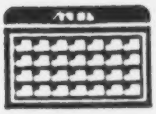


One Week Before

- Begin your honeymoon packing.
- Finish writing your announcements to mail on your wedding day.
- Give a final estimate of the number of reception guests to the caterer.
- Give and/or attend bridesmaids' luncheon.
- Arrange rehearsal; tell the wedding party.
- Check on final details with photographer, florist, musicians, etc.
- Arrange to move belongings to new home.

Activity 2 (Continued)

GROOM'S CHECKLIST



Six Months Before

- Order bride's engagement and wedding rings.
- Start making out your guest list.
- Arrange a visit with clergy member or Justice of the Peace.
- If you'll share wedding expenses, discuss with fiance' and all parents.
- Discuss honeymoon plans with your fiance' and start making transportation and accommodation reservations.
- If you are traveling abroad, be sure to update or get a passport, arrange for visas, and check on inoculations.

Three Months Before

- Complete guest list; give it to fiance'.
- Consult fiance'; order wedding attire.
- Decide whom you want as your best man, groomsmen, and ushers; invite them to participate.
- Talk with male attendants about their wedding attire.
- Complete honeymoon plans; buy tickets.

One Month Before

- Decide on bride's bouquet and going-away corsage; check with fiance' on boutonnieres for men in the wedding party and mothers' corsages.
- Pick up bride's ring; check engraving.
- Arrange lodging for relatives and ushers from out of town.
- Select gifts for your bride and attendants.

Two Weeks Before

- Make a date with your fiance' to get the marriage license (lunch at her favorite restaurant would be nice, also).
- Check on arrangements for the bachelor dinner (if giving one).
- Arrange with your best man for transportation from the reception to the airport (or wherever planning to leave on your honeymoon).
- Double-check honeymoon reservations.

One Week Before

- Remind your best man and ushers of the rehearsal time and place, and fill them in on rehearsal dinner details.
- Explain any special seating arrangements to the head usher.
- Put the clergy member's or judge's fee in a sealed envelope and give it to the best man to deliver.
- Get your going-away clothes ready so you can change after the reception.
- Pack for your honeymoon.
- Arrange to move belongings to new home.

Activity 3

MOCK WEDDING RECEPTION COMMITTEE

THINGS TO DO AND FACTORS TO CONSIDER

1. Decide basic food you would like to serve. Consider the budget - sometimes students or their moms have made wedding cakes in order to cut down on cost. Figure cake and punch to serve approximately 75 people.
    a. Cake
    b. Punch
    c. Nuts and mints (optional)
    d. Other party foods (optional)

2. Do some price comparisons - Assign specific people to price the following items:
    a. paper plates and napkins
    b. cups
    c. punch - all the ingredients
    d. cake
    e. nuts and mints
    f. other desired foods

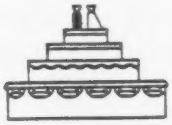
3. Arrange for someone to
    a. borrow punch bowl, party trays, glass dishes, and tablecloth for reception table from Home Economics department.
    b. locate a knife for cutting the cake
    c. arrange for champagne glasses for toast
    d. purchase all the necessary food
    e. make a fancy ice ring for punch bowl
    f. come ahead of time to set up room
    g. mix punch and arrange food on trays (in bowls) before class
    h. make students responsible for cleanup

4. Be sure to let instructor know what time you will be in to set up room for reception and prepare food. Work out the time she needs to arrive.

MAKE SPECIFIC ASSIGNMENTS - BE SURE EVERYONE HAS A JOB TO DO. HAND IN COMPLETED PLANNING SCHEDULE FOR EVALUATION.

CREAM CHEESE MINTS (approx. 200 mints)

8 ounces cream cheese
2 pounds powdered sugar
Paste color
7-9 drops flavoring oil



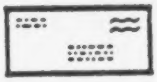
Mix all ingredients together. Knead with hands until it resembles pie dough. Roll into small balls. Dip balls into granulated sugar to keep mixture from sticking to molds. Press into desired mold. Pop out immediately. Mints can be eaten at once, or air-dried for approx. 6 hr., then stored in covered container in refrigerator.

Activity 3 (Continued)

MOCK WEDDING INVITATIONS COMMITTEE

THINGS TO DO AND FACTORS TO CONSIDER

1. Decide on the design for the front of the invitation - an invitation book may provide ideas.



2. What will the wording be for the inside?
3. How about paper - will someone buy stationery? Do some price comparisons - you may need to shop around in order to find what you want.
4. Is the writing to be typed, script typewritten, printed by hand or handwritten? Who will do this for you?
5. Teacher runs final invitation on the school xerox. Final copy and paper must be to teacher by ______________. Copy can be reduced.
6. Plan to run approximately 75 invitations.

MAKE SPECIFIC ASSIGNMENTS - BE SURE EVERYONE HAS A JOB TO DO. PLANNING SCHEDULE WILL BE HANDED IN FOR EVALUATION.

MOCK WEDDING GUEST BOOK COMMITTEE

1. The assignment is to make a guest book for everyone to sign.
2. Decide on basic materials needed for the cover.
3. What do you want for the pages? Special paper? Use some originality - ideas for borders etc. may be found in invitation book.
4. Do you want to do some art work or cut from magazines to decorate pages?
5. Do some price comparisons - some materials you may be able to get donated.

MAKE SPECIFIC ASSIGNMENTS - BE SURE EVERYONE HAS A JOB TO DO. PLANNING SCHEDULE SHOULD BE HANDED IN FOR EVALUATION.

Activity 3 (Continued)

MOCK WEDDING AUDITORIUM ARRANGEMENT COMMITTEE

THINGS TO DO AND FACTORS TO CONSIDER

1. Get approval to use the auditorium for rehearsal and wedding day. Check and see when it would be appropriate to decorate the auditorium. Get some instruction and help with operation of the lighting. Decide on the use of the spotlights.

2. Go to see the auditorium and decide what you feel will be possible (assign specific person to be responsible for each item required):
   a. Altar - could use a very small table with white tablecloth.
   b. Candelabra - sometimes can be borrowed from church or florist.
   c. Plants.
   d. Kneeling bench - could be a small footstool or pillows covered with white cloth.
   e. Small table and chair at entrance to auditorium for guest book. (Check with bride, groom, and minister - they usually determine what props are necessary.)

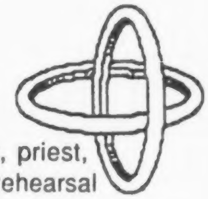
3. Decide how items will be arranged in auditorium.

4. Will you want an isle runner to protect the bride's dress? Could usee whit butcher paper.

5. Make arrangements to pick up, set up before wedding, and return all borrowed and homemade items. Will you need to buy candles?

6. Who will specifically be responsible for cleanup of the auditorium?

MAKE SPECIFIC ASSIGNMENTS - BE SURE EVERYONE HAS A JOB TO DO. PLANNING SCHEDULE SHOULD BE HANDED IN FOR EVALUATION.



MOCK WEDDING BRIDE AND GROOM COMMITTEE

1. Ok date of wedding with school principal.

2. Arrange for someone legally authorized to perform wedding services - minister, priest, Justice of the Peace to be part of the mock ceremony. Request that they attend rehearsal and wedding.

3. Decide on wedding ceremony, including vows, special readings or poems, wedding candle, symbolism, or other unique ideas.

4. Decide on arrangement of processional: groomsmen in from the side with minister, groomsmen meet bridesmaids at the bottom of the stage stairs, etc.

5. Arrange for flower girl and ring bearer, if you desire one.

6. Design and organize a wedding service bulletin to be passed out at the wedding. Type it and have the teacher xerox it.

Activity 3 (Continued)

MOCK WEDDING MUSIC COMMITTEE

THINGS TO DO AND FACTORS TO CONSIDER

1. Decide on the type of music--piano, guitar, instrumental, or combination.

2. Will there be singing - solo, duet, small group?
   a. Is there someone in class who can sing or play piano?
   b. If not, who could you ask outside of class?
   c. Would this person be available for rehearsal and wedding?
   d. Could they get together and practice with each other (soloist, pianist)
   e. Will they be responsible to let you know (give your home phone number too) immediately if any problem or conflict develops?

3. What are your music selections?
   a. Wedding March or other processional for Bride to walk in.
   b. Music for the bridesmaids to walk to.
   c. Pre-wedding background music while guests are being seated.
   d. Solos.
   e. Recessional - wedding party walking out.

4. May wish to consult with bride and groom on final selections.

5. Will you need to have someone purchase the music? Be sure to get music to musicians ahead of time to practice.

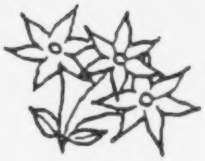
6. Talk to music teachers about borrowing piano for the day of the rehearsal and the wedding. Be sure you assign someone to move the piano into the auditorium at the very beginning of the class hour on both days.

7. Make arrangements to have pianist and soloist excused from class if absolutely necessary.

8. Ask the pianist to begin playing the pre-wedding music right away at the beginning of the class hour.

MAKE SPECIFIC ASSIGNMENTS - BE SURE EVERYONE HAS A JOB TO DO. PLANNING SCHEDULE SHOULD BE HANDED IN FOR EVALUATION.

Activity 3 (Continued)



MOCK WEDDING FLOWER COMMITTEE

THINGS TO DO AND FACTORS TO CONSIDER

1. Find out colors from bride and bridesmaids. Work with the colors that will be harmonized with the girls' dresses.

2. Make a list of all the flowers you will need.
    a. Bouquets for bride and bridesmaids.
    b. Corsages for mothers, guest book attendant, reception servers, other helpers.
    c. Boutonnieres for the groom, groomsmen, ushers, and fathers.
    d. Basket for flower girl?

3. Decide on what type of flowers or other supplies:
    a. mums, daisies, carnations, roses, baby's breath, wax flower, status, greenery, ribbon.

4. General considerations
    a. How do you want each item arranged?
    b. How many flowers?
    c. Can you borrow silk arrangements used by businesses for display?
    d. Where will you buy flowers? Do some comparison shopping - some places will really work with you and give you discounts or throw aways.
    e. Are you arranging the flowers yourself? Someone else doing it for you?
    f. Who will pick up the flowers? When and where will you get together to get the work done?
    g. Who will be passing out flowers to wedding participants before the wedding? Remember pins for corsages and boutonnieres.

MAKE SPECIFIC ASSIGNMENTS - BE SURE EVERYONE HAS A JOB TO DO. PLANNING SCHEDULE SHOULD BE HANDED IN FOR EVALUATION.

Activity 4

Simply Elegant

WEDDING PLANNER

YOUR TIME SCHEDULE

WEDDING DATE________________ WEDDING TIME________________

ARRANGEMENTS TO BE MADE	DATE	DATE COMPLETED	PERSON CONTACTED	PHONE
CONTACT CLERGYMAN-RESERVE DATE				
COMPLETE GUEST LIST				
RECEPTION DETAILS				
PHOTOGRAPHY				
CATERING DETAILS				
FLOWERS				
ARRANGE MUSIC				
ORDER WEDDING GOWN				
ORDER INVITATIONS, THANK-YOUS,				
ARRANGE TRANSPORTATION				
MAIL INVITATIONS				
WEDDING CAKE				
OTHER				

Activity 4 (Continued)

WORKSHEET FOR BRIDE AND MOTHER (S)

BRIDE ____________________ GROOM ____________________

DATE OF WEDDING ____________ TIME ____________ PHONE:home ____________ bus. ______

COLOR OF BRIDE'S DRESS ____________ COLOR THEME ____________

HOW MANY ATTENDANTS ____________ CANDLES ON BRIDAL TABLE ____________

USE BRIDES' BOUQUET AND BRIDESMAIDS FLOWERS FOR TABLE DECORATIONS!!!

FLOWERS -WHO? ____________ PEW BOWS ____________ PHONE ____________

PERSON CONTACTED ____________ TIME DELIVERED ____________

CAKE - WHO? ____________ PHONE ____________ TIME ____________

WHO CUTS CAKE ____________ WHEN ____________

PICTURES ____________ PHONE ____________ TIME ____________

DRESS AT CHURCH ______ TIME ______ IS MIRROR AVAILABLE ____________

WHAT TYPE OF SERVICE ____________ LENGTH OF SERVICE ____________

MINISTER ____________ PHONE ____________ PERSON CONTACTED ____________

DO YOU NEED TO DELIVER THESE ITEMS TO THE CHURCH?

Rice, aisle runner, unity candle and matches, rings, satin pillow, guest book and pen.

RECEIVING LINE ______ WHERE ______ SPECIAL INSTRUCTIONS ____________

____________ CAN RICE BE THROWN ____________

RECEPTION, WHERE ____________ PHONE ____________ TIME ____________

SERVE PUNCH ONLY TO GUESTS AS THEY ARRIVE TO RECEPTION!!

TYPE OF RECEPTION-BUFFET most popular CAKE & PUNCH ____________ #OF GUESTS ______

DELIVER FOOD, CATERERS ____________ TIME ______ PHONE ______ CLEANUP ______

DON'T FORGET TO PICKUP ANY LEFT OVER FOOD OR THE CAKE TOP AFTER RECEPTION!!

MUSIC ____________ TIME ____________ PHONE ____________

DO YOU NEED TO DELIVER THESE ITEMS TO RECEPTION HALL?

Imprinted napkins
nuts and mints
guest book and pen
cake top and box for leftovers
wedding favors
toast glasses
cake knife and server
straight pins for use with money dance
card box, decorated

BRING ALONG AN EMERGENCY BOX FOR USE THROUGHOUT THE DAY, do you need -

safety pins, hairpins, bandaids, scissors, tissues, nail polish, masking tape, scotch tape, aspirin, lotion, static guard, hair spray, plus a beauty bag that holds your makeup, curling iron, comb and brush.

TRY AND PAY ALL YOUR BILLS BEFORE THE WEDDING DAY SO AS TO ELIMINATE CARRYING A PURSE OF MONEY!!

Activity 4 (Continued)

DO YOU NEED TO RENT, BORROW OR BUY THIS EQUIPMENT?

1. COFFEE URNS ______ SILVER COFFEE SERVICE ______ EXTENSION CORDS ______
2. CANDLELABRAS ______ CANDLES ______ CANDY & NUT DISHES ______
3. CHAFING DISHES ______ STERNO ______ SERVING PLATES ______
4. UTENSILS ______ PLATTERS ______ BOWLS ______ CUPS for beer, punch, coffee
5. PLATES FOR FOOD ______ CAKE ______ FORKS ______ SPOONS ______ KNIVES ______
6. BEVERAGE NAPKINS ______ DINNER NAPKINS ______
7. SKIRTS & TABLECLOTHS FOR BRIDAL TABLE ______ PINS TO ATTACH ______
8. WHAT EQUIPMENT IS AVAILABLE FOR YOUR USE AT THE RECEPTION HALL? ______
9. CHAMPAGNE GLASSES ______ SARAN WRAP, BOXES, ALUMINUM FOIL, FOOD BAGS, FOR FOOD & CAKE, TRASH BAGS FOR CLEANUP ______
10. TABLECLOTHS ______ TABLE DECORATIONS ______ BUD VASES ______
11. PAPER TOWELS OR CLOTH TOWELS ______ LIQUID SOAP ______
12. SCOTCH TAPE ON GIFT TABLE ______ CARD BOX ______
13. CANOPY ______ ASH TRAYS ______ SALT & PEPPER SHAKERS ______
14. SWIZZLE STICKS ______ CHAMPAGNE BUCKET OR FOUNTAIN ______ TRAYS ______
15. PUNCH BOWL (S) & LADLE (S) ______ TABLES ______ FLOWER STANDS ______
16. AISLE RUNNER ______ BRASS ARCH ______ MIRROR FOR BRIDE ______
17. FOOD FOR RECEPTION ______ PUNCH RECIPES have all recipes the same
18. COFFEE GROUNDS ______ SUGAR CUBES ______ CREAMER ______ ICE ______
19. MIXED NUTS 4 lbs. per 100 guests MINTS 2 candies per guest
20. CHAMPAGNE, BEER, WINE, SOFT DRINK ______ BEER TAP ______
21. BARTENDER ______ WHO WILL SERVE ______
22. LEAVE RECEPTION HALL CLEAN ______ WHO HELPS WITH CLEANUP ______

DOES THIS INFORMATION HELP?

1 case of champagne (12 bottles) serves 50 people, (182 drinks)

28 drinks per quart of liquor

24 people per gallon of punch

3/4 lb. of coffee grounds makes 90 cups of medium strength coffee

Activity 4 (Continued)

ESTIMATES & EXPENSES $

ITEM	ESTIMATE	COST
WEDDING GOWN		
ACCESSORIES		
RECEPTION		
FLORIST		
CATERER		
PHOTOGRAPHER		
LIMOUSINES		
MUSIC Church Reception		
DECORATIONS		
INVITATIONS, THANK-YOUS, ETC.		
POSTAGE		
WEDDING CAKE		
FEES		
GIFTS		

TOTAL BUDGET

Activity 4 (Continued)

YOUR MARRIAGE LICENSE CHECKLIST

The groom will pay the license fee, but please set aside the time you'll need to go and take care of all the details. Here is a handy checklist:

The time and date scheduled for the license____________________

City Clerk's Office_______________________Fee____________________

Address____________________________________Phone__________________

We Must have these:

PROOF OF AGE

PROOF OF CITISENSHIP

CERTIFICATE FROM DOCTOR

PROOF OF DIVORCE, if needed

IDENTIFICATION (Driver's license, birth certificate)

Our waiting period will be:____

Our license is valid for:_____________days.

Activity 4 (Continued)

POSSIBLE PHOTOGRAPHS ON YOUR WEDDING DAY

BEFORE CEREMONY

1. Invitation and bouquet
2. Mother adjusting bride's veil.
3. Mirror reflection of bride with veil.
4. Father putting garter on bride.
5. Father putting penny in shoe with mom watching.
6. Bride putting boutonniere on Dad.
7. Bride pinning corsage on mother.

OTHERS ______________________________

AT CHURCH BEFORE CEREMONY

1. Groom and best man checking on time.
2. Informal closeup on groom.
3. Groom with parents.
4. Groom shaking hand with father.
5. Groom's mother being seated by Groom.
6. Bride's mother being seated by usher.
7. Attendents in processional march.
8. Ring bearer and flower girl in aisle.
9. Father kissing bride before giving her to groom.
10. OTHERS ______________________________

DURING CEREMONY AS CHURCH REGULATIONS PERMIT

1. Ceremony highlight. (Flash allowed)
2. Kiss at end of ceremony
3. Recessional march of newlyweds
4. Bride and groom signing marriage license.

OTHERS ______________________________

FORMALLY POSED GROUP PHOTOGRAPHS

1. Bride and groom with grandparents
2. Bride and Groom w/parents on both sides.
3. Complete family poses.
4. Bride with parents
5. Groom with parents.
6. Complete wedding party.
7. Bride with attendents.
8. Flower girl and ring bearer.
9. Bride and groom full length.
10. Closeup of rings w/bouquet or bible.

AT RECEPTION

1. Photo of cake
2. Bride and groom greeting guests
3. Bride & Groom having 1st. dance
4. Closeup of cake
5. Bride & Groom posed by cake
6. Bride & Groom cutting cake
7. Bride & Groom feeding each other.
8. Bride & Groom toasting.
9. Candid of Bride and Dad.
10. Bride throwing bouquet
11. Groom removing garter
12. Bride & Groom leaving reception

OTHERS ______________________________

There are many other possible poses. Please discuss these with your photographer prior to the wedding.

Activity 4 (Continued)

ORDERING FLOWERS FOR THE WEDDING

EXPENSES OF
BRIDE GROOM

THE BRIDE

Color & style of gown ____________

Style of bouquet & flowers ____________

Floral headpiece ____________

THE BRIDAL PARTY

"Honor Attendent"
Color & style of gowns ____________

Style of bouquet & flowers ____________

"Bridesmaids---Number ____
Color & style of gowns ____________

"Flower girl"

Color & style of gown ____________

Style of bouquet & flowers ____________

Floral headpieces ____________

BOUTONNIERES

Groom ____________

Best Man ____________ Fathers ____________

Groomsmen, Ushers ____ Number ____ Grandfathers ____

Ring bearer ____________ Other ____________

CORSAGES

Bride's mother ____________

Groom's mother ____________

Grandmothers---Number ____________

Out-of-town guests ____________ Others ____________

DECORATIONS FOR THE CEREMONY

Main Altar ____________

Aisle & pew bows ____________

Foliage ____ Canopy ____ Candelabra--Altar ____ Aisle ____

Kneeling bench ____ Aisle runner ____ how long ____

Other ____________

RECEPTION

Cake & cake table ____________

Centerpieces ____________ Other toast glasses, cake knife

TOTAL

Activity 4 (Continued)

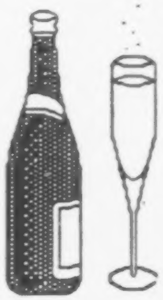
WHAT ARE THE DUTIES OF THE MEN?

DUTIES OF THE GROOM

1. Select and purchase the engagement ring (The bride-to-be may assist)
2. Obtain the marriage license
3. Draw up your guest list and submit it to the bride's parents (as soon as possible).
4. Choose a wedding present for your new wife. (Optional)
5. The Bachelor Dinner, if you can afford it. Many times your friends will pay for it.
6. The clergyman's fee (Have your best man hand it over to him).
7. Order or pay for mothers' corsages, bride's bouquet, all boutonnieres
8. Present for your ushers and best man.
9. Accomadations for out-of-town ushers, best man and wives.
10. The honeymoon. You arrange for and pay for the whole trip.
11. Your new home.
12. Send a gracious thank-you to the bride's parents the day following the wedding. Tell them how great the wedding was.

DUTIES OF THE BEST MAN

1. Pays for his own attire at the wedding.
2. Makes arrangements for the Bachelor Dinner
3. Carries the wedding ring.
4. Helps the groom dress for the ceremony.
5. Makes sure the groom has the marriage license.
6. Takes the clergyman's fee from you to hand it over later.
7. Sees that the ushers are on hand one hour before the ceremony.
8. Makes sure the groom is there on time.
9. Proposes the first toast to the bride and groom.
10. Takes care of your going away luggage.
11. Gets you and your wife to the going-away car.
12. Sends your gracious note (which you composed earler) to your new in-laws in which you thank them for the lovely wedding.
13. Makes certain that tickets are in your pocket before you go on honeymoon.



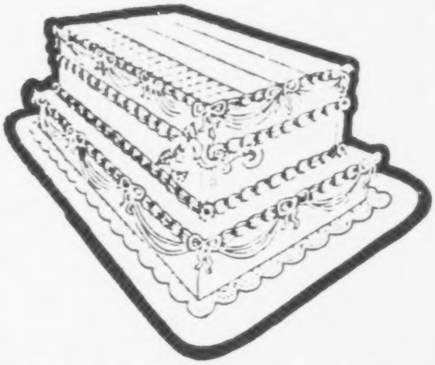
Activity 4 (Continued)

DUTIES OF THE USHERS

1. Arrive at the church (or hall) a full hour before the ceremony starts.
2. Seat the guests as follows: Friends and family of the bride to the left; your friends and family to the right.
3. Head usher escorts both mothers to their seats (if the ceremony calls for mothers to be seated.) What is even nicer, have the Groom escort his parents down the aisle and seat them.
4. Escort the bridesmaids.
5. At the reception, assist elderly guests to the receiving line.
6. Pay for their own wedding attire.
7. See to it that the bridal party gets quickly to the reception.
8. Arrange transportation for those guests who may not have it.
9. Help you and your new wife make your exits from the reception.
10. Help the best man in any way he can.

This is by no means necessary; but it is nice for the ushers to give a wedding present to the new couple, as a group.

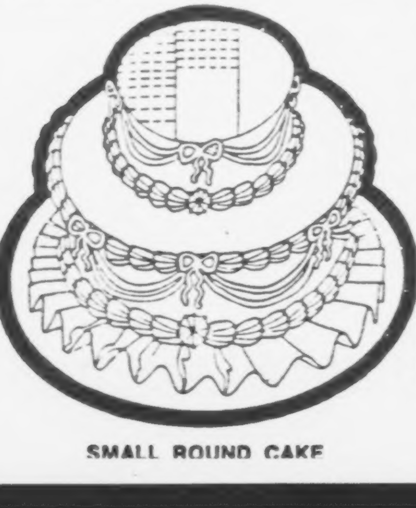
Activity 4 (Continued)



Slice and serve one section of the wedding cake before cutting into the next section. You may want to work with a knife in one hand and a cake server in the other hand. It's wise to have a damp cloth and a glass of warm water nearby, but out of sight, so you can keep the cake knife clean. Before cutting each individual layer, check carefully for and remove any plastic or wooden pegs that may have been used to support the top layer of the wedding cake. If the reception table is skirted, you can conceal a large tray underneath to receive all the parts of the cake stand—the baker will expect to have these returned.

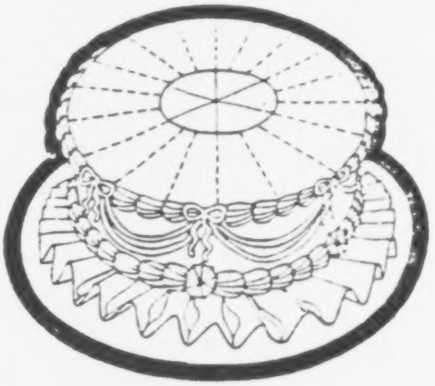
LARGE ROUND CAKE

A large round wedding cake, like the one pictured, is cut in the same manner as the large square wedding cake. Mark the wedding cake into approximately equal sections, usually thirds or quarters—then slice each section into individual serving-size pieces. A round cake will serve more people when cut in this manner. And in addition, it's much easier than attempting to cut the wedding cake in the usual pie-shaped wedges.



SMALL ROUND CAKE

For a very small group of wedding guests (around 25 people or less), the bride may wish to have a small round cake cut into wedges as shown in the diagram. With a small sharp knife, cut a circle three-fourths of the way between outside and center of the wedding cake. First slice and serve the outer circle of the cake. The center circle may then be cut into four to eight wedges depending upon the size and diameter of the cake.

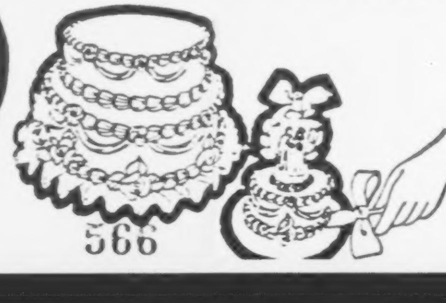


ALTERNATIVE CAKE STYLE

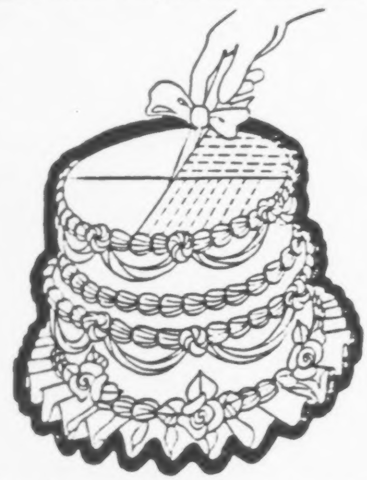
Or, you can avoid the pressure of cake-cutting worries at your reception altogether! Simply order as many petits fours as the number of wedding guests you expect to serve. Chances are your bakery can supply a transparent stand so that the little cakes can be arranged to resemble the traditional wedding cake. If you wish, your baker will be glad to prepare a small cake for the bridal couple's "top layer" anniversary cake.

When it's time for the bride to choose someone to cut her wedding cake, she doesn't always have to call upon someone with previous experience. Even a novice can do the job well with a little before-hand coaching, a word of assurance, and a sketch or two.

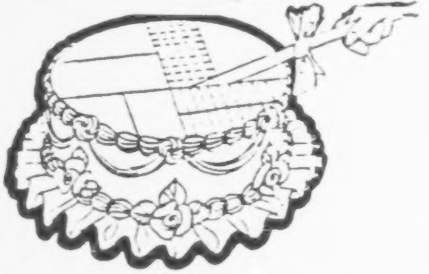
The size and style of the wedding cake will depend on the number of wedding guests to be served at the reception. When ordering the cake, be sure the baker understands that the cake *minus the top layer* must be adequate to serve the wedding guests. For a very large wedding, the wedding cake can be supplemented by trays of sheet cakes decorated in a similar manner. If the number of guests is uncertain, it may be wise to order the decorated sheet cake as a precaution. Any cake that isn't needed can easily be frozen and used another time.



Traditionally the first step in serving a wedding cake (after the bride and groom have cut the first piece) is to remove the entire top layer. This is not offered to the guests, but is frozen so it can be served on the bridal couple's first anniversary.



Mark center tier of cake lightly in fourths with cake knife. Cut first fourth as shown, or start from outside and work toward center. Turn cake knife and cut second fourth at right angles to first. Turn cake and cut remaining fourth.



Mark bottom tier of wedding cake in fourths. (If the cake is large, cut it in eighths, as shown.) Cut the cake as you d the second tier starting from outside an working toward center. It's a good idea have a slightly dampened cloth at hand wipe frosting off the knife. For a though ful, pretty touch, tie a satin bow of th bride's chosen colors on the handle of th cake knife or server.

SQUARE OR RECTANGULAR CAKE

To cut a square or rectangular weddin cake, lightly mark frosting into parall sections as shown. It's also a good idea *the cake cutter to have written instructio or a small diagram* so that she knows e actly how many pieces she is expected cut from each of the layers. No one wan to run out of wedding cake before all th guests have been served.

Activity 4 (Continued)

RECIPES

1½ gallon - 75 (4 oz.) servings

CITRUS FRUIT PUNCH

1 16oz. frozen orange juice, undiluted
1 12 oz. can frozen lemonade, undiluted
1 6 oz. can frozen pineapple juice, undiluted
10½ cups water
1 quart 7-UP

Mix all together except 7-UP and chill well. Add 7-UP just before serving. Makes 1½ gallons. Approx. costs as of this printing - $3.40.

CRANBERRY FRUIT PUNCH

1 quart 7-UP
2 6-oz. cans limeade, diluted
1 quart cranberry juice cocktail

Mix all except 7-UP and chill. Just before serving add 7-UP. Makes 1½ gallons. Approx. cost - $3.34.

CITRUS CHAMPAGNE PUNCH

2 bottles champagne
2 bottles of gingerale
¼ cup orange juice
¼ cup lemon juice

chill all of these ingredients.

On the first batch, slice 1 orange, and 1 lemon, into punch bowl, and omit orange juice and lemon juice. For all other batches leave the slices in the bowl but add the orange juice and lemon juice. Makes 1 gallon. Approx. cost. - $7.50.

WINE PUNCH

1 gallon Rhinewine
1 12-oz. can lemonade
1 12-oz. can limeade
3 quarts 7-UP

Chill all ingredients, add 7-UP last. Makes 2 gallons. Approx. cost - $8.15.

CRANBERRY CHAMPAGNE PUNCH

2 bottles pink champagne
1 bottle vin rose
1 quart 7-UP

Chill, mix over ice ring. Add 7-UP last. Makes 1½ gallons. Approx. cost- $8.25.

Activity 4 (Continued)

RECIPES

CHAMPAGNE PUNCH

2 quarts champagne
2 quarts gingerale
1 quart club soda
1 quart sauterne wine

Chill all ingredients. Mix and serve over ice ring. Makes 1½ gallons. Approx. cost - $9.75.

PINK CHAMPAGNE PUNCH

3 quarts champagne
1 quart sauterne wine
1 quart sprite
1 quart cranberry juice

Mix and serve chilled over ice ring.
Makes 1½ gallons. Approx. costs - $12.69.

All punch ingredients should be well chilled. Try to remember, champagne goes flat in 15 minutes, so add this last.

If punch is served in a punch bowl, I freeze juice or water in a mold or small block of ice; as this takes longer for the ice to melt.

CREAM CHEESE MINTS - Approximate cost to make - $1.50.

Allow 2 mints per guest. Also after mints have set, place in tupperware container, separate layers with wax paper, and freeze. These keep for about a month.

1 3oz. package of cream cheese, room temperature
1 tablespoon sour cream.
Blend these together.
Mix 2 drops coloring, for desired shade, plus 1 or 2 DROPS of flavoring, and 1 teaspoon milk.
Blend in cheese mixture, blend well, add enough sifted powdered sugar to shape into molds. Allow mints to set, then wrap well and freeze.

Activity 4 (Continued)

BRIDAL REGISTRY CHECKLIST

Before you register, (please register at 1 or 2 nice department stores) please take all measurements and know your sizes and colors.

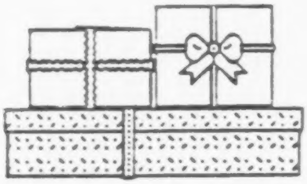
Bed linen pattern is ______________________ by ______________________

Bed Size is ______________________ Pillow size ______________________

Dining room table measures __________ x __________

Kitchen table measures __________ x __________

My COLORS are ______________________



Please inform both mothers with all this information!

LINENS

QUANTITY

______ fitted sheets

______ flat sheets

______ pillow cases

______ blankets

______ electric blankets

______ comforter

______ bed spread

______ dust ruffle

______ mattress pad/cover

______ pillows

______ OTHERS:

QUANTITY

______ formal cloth/napkins

______ informal cloth/napkins

______ place mat sets

______ kitchen towels

______ bath towels

______ hand towels

______ face towels

______ guest towels

______ pot holders/ aprons

______ bath mats

______ rug/lid/cover/set

______ window curtains

BAR/ENTERTAINMENT NEEDS

______ wine cooler

______ ice bucket

______ wine rack

______ corkscrew/opener

______ jiggers/tools

______ OTHER:

______ coasters

______ ice crusher

______ cheese board

______ decanters

______ punch bowl set

Activity 4 (Continued)

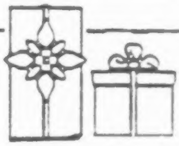
GOURMET/KITCHENWARE/APPLIANCES

QUANTITY

toaster/toaster oven
microwave/cookware
coffee maker/grinder
juicer
food processor
mixer
blender
pressure cooker
steamer
can opener
deep fryer
slow cooker
ovenware
knife sharpener
trivets
timer
spatulas
tongs
OTHER:

QUANTITY

hot tray
tea kettle
cutlery
spice rack
mixing bowls
kitchen utensils
cutting board
wok/tools
canister set
electric skillet
cookware/non stick
bakeware
waffle maker
molds
salt & pepper shakers
whisks
colander
COOKBOOKS



HOUSEWARES

fire extinguisher
storage systems
OTHER:

carpet cleaner
iron/ironing board

GENERAL

furniture
stationery

luggage
OTHER

DECORATIVE

candlesticks
vases
lamps
mirrors
baskets

clocks
accessories
tv tables
area rugs
OTHERS:

Activity 4 (Continued)

ELECTRONICS:

QUANTITY		QUANTITY	
	TV-video system		stereo
	telephone		clock radio
	smoke alarm		camera equipment
	OTHER:		

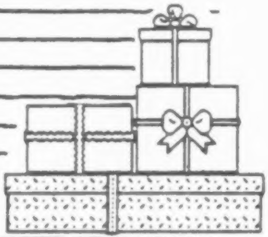
Formal dinnerware is____________________ My casual dinnerware is__________

by____________________________________ by__________________________

service for____________________________ service for____________________

DINNERWARE

____________________ dinner plates
____________________ lunch/salad plates
____________________ dessert plates
____________________ bread & butter plates
____________________ soup bowls
____________________ cereal/fruit bowls
____________________ tea cup & saucer
____________________ coffee mug
____________________ covered vegetable dish
____________________ vegetable dish
____________________ platter (s)
____________________ salad or serving bowl
____________________ coffee pot
____________________ tea pot
____________________ sugar/creamer
____________________ gravy boat
____________________ salt & pepper

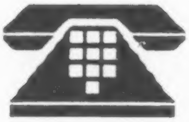


STEMWARE

My crystal stemware is____________________ Everyday stemware is______________
by____________________________________ by____________________________
service for____________________________ service for______________________
____________________ goblets
____________________ tumblers
____________________ fruit juice
____________________ iced tea
____________________ sherbet
____________________ highball
____________________ cocktail
____________________ old fashioned
____________________ champagne
____________________ wine
____________________ brandy
____________________ beer
____________________ pitchers

Activity 4 (Continued)

IMPORTANT TELEPHONE NUMBERS



CLERGYMAN ______________________ PHONE ______________

FULL AND CORRECT NAME OF CHURCH ______________________

ADDRESS ______________________ PHONE ______________

WEDDING GOWN ______________________ PHONE ______________

CONSULTANT ______________________ EXT. ______________

BRIDESMAIDS GOWNS ______________________ PHONE ______________

SALESPERSON ______________________ EXT. ______________

TUXEDOS-store ______________________ PHONE ______________

SALESPERSON ______________________ EXT. ______________

CATERER ______________________ PHONE ______________

CAKE ______________________ PHONE ______________

FLORIST ______________________ PHONE ______________

PHOTOGRAPHER ______________________ PHONE ______________

SOLOIST AT CHURCH ______________________ PHONE ______________

ORGANIST AT CHURCH ______________________ PHONE ______________

RECEPTION ______________________ PHONE ______________

MUSICIANS ______________________ PHONE ______________

SEAMSTRESS ______________________ PHONE ______________

THE WEDDING PARTY

BRIDE'S FATHER ______________________ PHONE ______________

BRIDE'S MOTHER ______________________ PHONE ______________

GROOM'S FATHER ______________________ PHONE ______________

GROOM'S MOTHER ______________________ PHONE ______________

MAID OR MATRON OF HONOR ______________________ PHONE ______________

BRIDESMAID ______________________ PHONE ______________

BRIDESMAID ______________________ PHONE ______________

BEST MAN ______________________ PHONE ______________

GROOMSMAN ______________________ PHONE ______________

USHER ______________________ PHONE ______________

RING BEARER ______________________ PHONE ______________

FLOWER GIRL ______________________ PHONE ______________

One week before the wedding, re-confirm ALL times and dates with the florist, musicians, caterer, baker, etc.

Activity 4 (Continued)

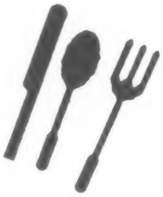
FLATWARE

My formal flatware is ____________________
by ____________________
service for ____________________

My casual flatware is ____________________
by ____________________
service for ____________________

QUANTITY		QUANTITY
	dinner knives	
	steak knives	
	butter spreaders	
	teaspoons	
	soup spoons	
	dessert spoons	
	iced tea sippers	
	demitasse spoons	
	sugar spoon	
	cold meat fork	
	pickle fork	
	serving forks	
	gravy ladle	
	flat server	
	pie server	
	cake knife	
	carving set	
	salad set	
	butter serving knife	

For the bride or groom who have had their own home and may have acquired many of these items, may I suggest: A PANTRY SHOWER to stock shelves with food, laundry or bath items might be useful!



Source: The Wedding Planner by Terri Stevenson © 1985. Reprinted permission of Terri Stevenson.

COURSE: Relationships

UNIT: Adult Lifestyles

TOPIC: Becoming a Couple

LESSON: Marriage Adjustment

PROCESS SKILLS: The student will:

1. Assess the importance of commitment and responsibility to marital adjustments.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Use the background information to discuss the need for adjustment in marriages, the major dimensions of adjustment in marriage, what specific issues require adjustments for many couples, and the five danger zones in marriage.

R/W/CT 2. Have students read the situations in "Case Studies - Newlyweds" handout and write down at least one way in which the adjustment problem could be solved. Work in small groups to share ideas.

V 3. Speaker on marriage. The Marriage Encounter program was developed by the Catholic Church. Speakers are trained facilitators for weekend retreats which allow married couples to sharpen basic communication, focus on and express feelings. The program is nondenominational.

W/V 4. Use "The Need for Adjustment" handout to discuss marriage adjustment. Can be filled out individually and used for class discussion.

R/V 5. In-law relationships are one of the key issues for adjustment in marriage. Use "Suggestions for Good In-Law Relationships" to discuss dealing with in-laws.

R/W 6. Use "The Three Stages of Marriage" to lead a discussion on how relationships can change. Have students write out what they can do as an individual and what they can do in a relationship to keep from going through all the experiences of the disenchantment stage. When they are finished writing, have them share their responses with the class.

INFORMATION SHEET
MARITAL ADJUSTMENT

Adjustment in marriage

A. All marriages require adjustment
  1. Work at marriage for understanding
  2. Aware of points of disagreement after marriage
  3. Recognize that all people are different

B. Happiness in marriage vs. adjustment
  1. Different time lengths for different areas
  2. Most within 10 years
  3. Earlier adjustment, happier marriage
  4. Fantasy and romantic views hinder
  5. Long adjustment period; working on differences

Why marital adjustment?

A. Lack of systematic training in marriage expectations
  1. Kin and community network traditionally fulfilled role
  2. No formal training in schools
  3. Breakdown of traditional patterns of authority
  4. Married couples develop own norms and expectations

B. Cultural discontinuities
  1. Lack of continuity in observing parents and emphasis from peers in adolescence
  2. Lack of continuity in parental and adolescent views
  3. Meanings for teenagers differ from those held by parents

C. Differing expectations in marital roles
  1. More role adjustment if greater diversity in role expectations
  2. More congruence when role expectations of one partner are consistent with the other's expectations of himself

Major dimensions of adjustment problems

A. Nature of differences between parties involved
  1. Categorical - no exceptions or leeway, no flexibility
  2. Degree - permit give and take, bargaining

Information Sheet (Continued)

B. Nature of communication
  1. Complex - verbal or nonverbal
  2. Convey messages
  3. Sex differences

C. Quality of the relationship
  1. No easy adjustment
  2. Friendly and loving spouse, accommodation easier
  3. Hatred or hostility, adjustment more difficult

Specific marital adjustments

A. Finances
  1. Enough money to meet needs
  2. Who controls spending
  3. Budgeting, combining values
  4. Saving
  5. Banking procedures

B. Sexual
  1. Much effort from husband and wife
  2. Varied information and experience
  3. Different levels of physical sexual maturity
  4. Physical changes and sexual desire
  5. Strength of sexual drive
  6. Difference in sexual arousal
  7. Frequency of sexual satisfaction
  8. Conflict, illness, children

C. In-laws
  1. Younger marriages, less successful with adjustment
  2. Marry "into" a family
  3. Difficult for parents and children to break away
  4. In-laws as scapegoats
  5. Jealous and competitive attitudes
  6. Positive attitudes help relationships

Information Sheet (Continued)

D. Friends
  1. Share same friends
  2. Individual time for own friends
  3. Time allotment
  4. Jealous and selfish attitudes
  5. Make new friends as a couple
E. Recreation
  1. Share common interests
  2. Money spent
  3. People involved
  4. Time allotment
  5. Individual interests
F. Personal habits
  1. Combination of values and way of living
  2. Hostile and resentful attitudes
  3. Changing people's habits
  4. Compromise
  5. Open and honest discussion
  6. Accepting
G Career adjustments
  1. Who will work
  2. Working hours
  3. Continuing education
  4. Career coordination
  5. Household work division
  6. Economics
  7. Personal and job attitudes (yourself and spouse)
H. Decisions about having children
  1. Planned parenthood
  2. Age
  3. Maturity
  4. Value system and goals
  5. Economics.

Information Sheet (Continued)

6. Personal and career stability
7. Ready to accept responsibility

FIVE DANGER ZONES IN MARRIAGE

1. First three years
    a. Period of adjustment
        1. Sexual
        2. Habits
        3. Money
    b. Children should not be involved in this zone. For example, 97.2 percent chance the marriage will not survive if you are under the age of 20 and have children during the first 3 years of marriage.
2. Birth of first child
    a. Increased responsibility
        1. Financial
        2. Emotional
        3. Social
    b. Change in life style
3. Youngest child goes to school
    a. Can be a crisis for the mother
        1. Feelings of not being needed
4. Youngest child leaves home
    a. Parents alone again
5. Growing old
    a. Fear of aging
    b. Retirement
    c. Fear of losing spouse
    d. Financial problems

Activity 1

Name ______________________________

____

CASE STUDIES - NEWLYWEDS

Directions: For each situation, write down the adjustment problem the couple is having and at least one way they could solve the problem.

1. Sheila and Jim have just returned from their honeymoon. After opening all gifts, Sheila asks Jim to help her write the thank you notes. Jim refuses adamantly, saying "That is a woman's job." Sheila thinks he should help since the gifts were given to them as a couple.

2. After a weekend honeymoon, Patti and Bart return home to their one bedroom apartment. Bart's habit of leaving his dirty clothes all over the bedroom annoys Patti, and she asks him to please use the clothes hamper. Bart replies, "Mom always picked up my clothes - why can't you?"

3. Since Bill owned a house already, Dana agreed that they should live there after they were married. However, she secretly resented not getting to have a hand in setting up their first household. One day while Bill was out, Dana rearranged the livingroom furniture. When Bill returned, he was furious. "What was wrong with my livingroom the way it was?" he demanded.

Activity 1 (Continued)

4. Cindy and Dean had dated only six months before getting married. The first week after returning home, a problem developed. Cindy was a night owl - she liked to stay up late and get up late, whereas Dean was an early bird - early to bed, early to rise. This difference created major problems in their sex life and just plain trying to live together happily.

5. Dave and Traci are on their first grocery shopping trip. At the meat counter, Dave starts to put several packages of steak into the basket. Traci objects; "We don't have enough money to get steak this week, since we have to get staples like flour, sugar, etc." Dave gets upset - "I have to have steak - we always did at home."

6. When Sharon and Mike were living together, they each were responsible for doing their own laundry. After they got married, Mike's laundry piled up until one day he asked Sharon when she was going to do the laundry. Sharon was surprised; she had assumed they would continue doing their own laundry, just like before they were married.

Activity 4

Name ______________________________
____

THE NEED FOR ADJUSTMENT

Directions: Complete each section by reading the directions that precede it.

1. The following attitudes make the need for marital adjustment necessary. Check the ones you think are the most common. Explain your reasoning in the space provided.

_____ unrealistic high hopes
_____ an emphasis on "romance in marriage"
_____ the belief that "wedded bliss" is inevitable
_____ the belief that marriage will solve problems
_____ new marital roles are natural to "those in love"
_____ self-image is not important to a relationship

2. Which three of the following do you feel have the greatest potential for creating conflict in marriage? Number them accordingly. Use the space provided to explain why you chose these three?

_____ sex
_____ money
_____ religion
_____ in-laws
_____ friends
_____ outside activities

3. Which of the following solutions to conflict do you think are most important? Number them accordingly.

_____ achieving a balance between personal and relationship needs
_____ sensitivity to partner's needs
_____ mutual responsibility for each other's pleasure
_____ a recognition of roles

4. Sexual incompatibility is a major area of adjustment in marriage. Which of the following solutions do you think most desirable? Explain why in the space provided.

_____ extra-marital relationships
_____ examine underlying causes
_____ divorce
_____ counseling
_____ ignore the problem

Activity 4 (Continued)

5. What do you think might be the most difficult period of adjustment in a marriage? Explain your answer in the space provided.

_____	early months	_____	middle years
_____	after children	_____	later years

Activity 5

Name ______________________________

____

SUGGESTIONS FOR GOOD IN-LAW RELATIONSHIPS

- Your first loyalty is to your mate.
- Live apart from your in-laws. This will allow you to establish your own marital system.
- Authorities find that "Mother" and "Dad" are the labels preferred by most parents. This denotes equality and shows respect. Some parents will offer their own suggestions instead, such as "Just call me Frank."
- Treat in-laws with the same respect you show to your friends.
- Do not use an in-law as a model for your spouse to follow. If you like your relatives so much, you could have stayed with them instead of getting married.
- When visiting in-laws, be thoughtful and courteous. Do not expect to be treated as a guest; offer to assist with household chores. Try to keep your visits fairly short.
- Give advice to in-laws only when they ask for it.
- If your in-laws give advice, accept it graciously. But if the advice is not good for your marriage, do not follow it.
- Discuss the faults of your spouse only with your spouse - not with your family. They may bring up traits they dislike and make the problem worse.
- Do not try to change your in-laws; accept them as they are. You love their child, so you should be able to love them.

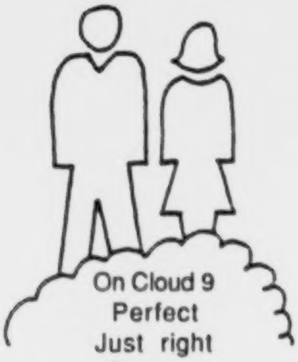
NOTE: Patience, tact and a good sense of humor will help settle most in-law difficulties.

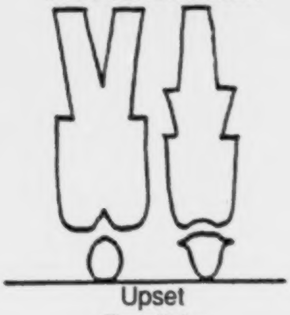
Activity 6

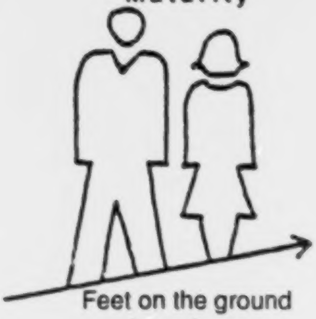
Name ____________________________

____

THE THREE STAGES OF MARRIAGE







Enchantment	**Disenchantment**	**Maturity**
On Cloud 9	Upset	Feet on the ground
Perfect	Terrible	I need you
Just right	Absolutely wrong	How do you see it?
Forever	I quit	Let's work it out
Infatuated	Hurt	I'll help you
Idolize	Put down	Encourage
Numb	Splintered	Whole
Fascinated	Irritated	Refreshed
Charmed	Wretched	Thankful
Captivated	Burdened	Free
Ecstasy	Uncomfortable	Comfortable
Thrilled	Bitter	Friendly
Preoccupied	Trapped	Growing
We've arrived	We'll never make it	Together, we can make it

It has been suggested that couples go through these three stages. What about you? Perhaps in your own relationship you have experienced some of the disenchantment stage already. Do you want to go through the full extent of the disenchantment stage as you see it expressed here? Take some time first to write out (in the space below) what you can do as an individual and what you can do as a couple to keep from going through all of the experiences of this stage. When you have finished writing, share your responses with others in the class.

COURSE: Relationships

UNIT: Parenting

TOPIC: Decision Making for Parenting

LESSON: Readiness: Individual Characteristics and Skills

PROCESS SKILLS: The student will:

1. Evaluate considerations for readiness in parenting.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/M 1. "The Facts, Teenage Sexuality, Pregnancy, and Parenthood" handout. Have students read information sheet and discuss concerns. Students could also make a display of statistics on a poster board in the form of bar or circle graphs.

W 2. "What Do I Expect to Gain from the Parenting Experience?" Have students answer each question as it is asked. Discuss in class.

V 3. "Is My Lifestyle Conducive to Parenting" handout. Have students discuss some of the questions following answering them individually.

Activity 1

the Center for Population Options

ADOLESCENT SEXUALITY, PREGNANCY AND PARENTHOOD

The United States bears the unfortunate distinction of having the highest adolescent pregnancy, abortion and birth rates in the developed world. According to recent estimates, 43 percent of all adolescent girls will experience at least one pregnancy before they reach age twenty.[1] Too-early childbearing exposes an adolescent and her baby to health risks, truncated education, and poverty. Teenage childbearing is also expensive. In 1988 alone, U.S. taxpayers spent almost $20 billion to support families started when the mother was a teenager.

Teens Do Have Sex, Don't Use Contraceptives

- The average age of first sexual intercourse is 16.2 for girls and 15.7 for boys.[2] One study found that among inner-city black males the average age of first intercourse is 11.8.[3]
- Approximately one-fourth of 15-year-old girls and one-third of 15-year-old boys have had sexual intercourse.[4,5] Among all adolescents, 77 percent of females and 86 percent of males are sexually active by age 20.[6]
- From 1982 to 1988, the percentage of 15- to 19-year-old girls who had ever had premarital sexual intercourse increased from 43 percent to 51 percent.[7]
- On average, girls who are sexually active wait 11.5 months between initiating intercourse and making their first visit to a family planning clinic. 36 percent visit the clinic only because they suspect they are pregnant.[8]
- More than one-fifth of all initial premarital pregnancies occur in the first month after the initiation of sexual intercourse and half occur within the first six months.[9]
- 41 percent of the 15- to 19-year-old girls surveyed in a recent study reported not using contraception at first intercourse, while 29 percent failed to use contraception at last intercourse.[4]
- 75 percent of all unintended teenage pregnancies occur to adolescents who do not use contraception.[10]
- While latex condoms used consistently and correctly are not 100 percent effective in protecting against sexually transmitted diseases (including the human immunodeficiency virus (HIV), which causes AIDS), they provide the best protection available for people engaging in sexual intercourse. According to one survey, only about one-third of sexually active teenagers report using condoms more often than any other method of contraception.[11]

There Are More Than One Million Adolescent Pregnancies Each Year

- More than one million teenage girls become pregnant in the United States each year. That's one out of every ten girls under the age of 20.[12]
- Among all teens ages 15 to 19, the pregnancy rate per thousand girls was 110 in 1985, up from 95 per thousand in 1972.[13] The pregnancy rate among sexually active teens, however, has fallen from 264 per thousand in 1970 to 233 per thousand in 1984, probably due to increased contraceptive use.
- There were 472,623 births to teenagers in 1987. Two percent of these were to teens ages 14 and younger, 37 percent were to 15- to 17-year-olds, and 61 percent were to 18- to 19-year-olds.[14]
- Approximately 13 percent of all teenage pregnancies end in miscarriages or stillbirths.[15]
- 42 percent of pregnancies to both white and non-white 15- to 19-year-olds end in abortion, as do 46 percent of pregnancies to teens 14 and younger.[12] Teenagers account for about one-quarter of the total number of abortions performed in the U.S.[16]
- Only 4 percent of unmarried teen mothers put their babies up for adoption.[17]
- 30 percent of teenagers who first give birth at age 16 or younger have a second child within 2 years, compared with 14 percent of women who wait at least until age 22 to have their first child.[18]
- 18 percent of teenagers who gave birth in 1987 gave birth to their second child, 3 percent gave birth to their third.[14]
- Other developed countries have lower teen pregnancy, birth and abortion rates than the U.S. In 1981, the U.S. pregnancy rate was 96 per thousand girls ages 15 to 19. The comparable rates were 45 in England and Wales, 43 in France, 44 in Canada, 35 in Sweden, and 14 in the Netherlands. In the United States, the teenage abortion rate alone is as high as, or higher than, the teenage pregnancy rate in any of these countries.[19]

Pregnant and Parenting Teens Face Health Risks, Academic Failure, and Poverty

- During pregnancy, teenagers are at a much higher risk of suffering from serious medical complications, including anemia, pregnancy-induced hypertension (toxemia), cervical trauma, and premature delivery, than older women.[20]
- The maternal mortality rate for mothers under age 15 is 60 percent greater than for women in their 20's.[21]
- Although prenatal care would help teens to have pregnancy outcomes comparable to those of women in their 20's, teens delay seeking prenatal care, if they seek it at all.[22] 46 percent of teenage mothers do not receive prenatal care during their first trimester, 9 percent do not receive care until their third trimester, and 4 percent do not receive prenatal care at all.[14]
- Infants whose mothers received no prenatal care are 40 times more likely to die during the neonatal stage than infants born to women who received adequate prenatal care.[23]
- Teenage girls who give birth are less likely to ever complete a high school education than their non-parenting peers. At least 40,000 teenage girls drop out of school each year because of pregnancy.[2]
- Only 39 percent of teen fathers receive high school certification by age 20, compared with 86 percent of males who postpone parenting.[24]
- 64 percent of births to teenagers in 1987 were to unmarried teens.[14] Among all women, only 18 percent of unmarried mothers have court orders to receive child support from their children's fathers compared with 74 percent of mothers who have been married.[25]
- At least 60 percent of teenage marriages end in divorce within the first five years.[26]
- Teenage mothers earn about half the lifetime income of women who first give birth in their 20's.[27]
- 70 percent of families maintained by women under age 25 were living below the poverty level in 1987.[27]
- In 1986 alone, the U.S. spent $19.83 billion on Aid to Families with Dependent Children (AFDC), Medicaid and Food Stamp payments to families started when the mother was a teenager.[28] Over half of AFDC payments go to support families begun when the mother was a teenager.[29]

BEST COPY AVAILABLE

Activity 2 Name ____________________
____

WHAT DO I EXPECT TO GAIN FROM THE PARENTING EXPERIENCE?

Directions: Answer the following questions in the space provided. Use the back of paper if needed.

1. What child-centered activities do I enjoy?

2. Explain your feelings towards adoption.

3. How can parents prepare themselves emotionally to let children leave when they grow up?

4. Explain your feelings about wanting a boy/girl, and how you would feel if you didn't have the gender you desired?

React to the following commonly expressed parenting experience statements.

5. Having a child shows others I am a mature person.

6. I want my child to be a miniature version of me.

7. I expect my child to make contributions in the world I wish I had made.

8. A child will help improve my relationship with my spouse.

9. I need parenthood to fulfill my role as a man or woman.

10. I need a child to make my life meaningful.

11. I expect my child to be responsible for me in my old age.

Activity 3

Name ______________________________

____

IS MY LIFESTYLE CONDUCIVE TO PARENTING?

1. Would a child interfere with my educational plans? Would I have the energy to go to school and raise a child at the same time?
2. Would a child restrict my individual growth and development?
3. Could I handle children and a career well? Am I tired when I come home from work or do I have lots of energy left?
4. Does my job or my partner's job require a lot of traveling?
5. Am I financially able to support a child? Am I prepared to spend almost $100 a week to rear my child to age 18 or, over $80,000, not including one partner's income loss if he/she would choose to remain at home?
6. Do I live in a neighborhood conducive to raising a child? Would I be willing to move?
7. Would I be willing to give up the freedom to do what I want to do, when I want to do it?
8. Would I be willing to restrict my social life? Would I miss lost leisure time and privacy?
9. Would my partner and I be prepared to spend more time at home? Would we have enough time to spend with a child?
10. Would I be willing to devote a great part of my life, at least 18 years, to being responsible for a child and spend my entire life being concerned about my child's welfare?
11. Would I be prepared to be a single parent if my partner left or died?

COURSE: Relationships

UNIT: Parenting

TOPIC: Decision Making for Parenting

LESSON: Readiness: Financial

PROCESS SKILLS: The student will:

1. Evaluate considerations for readiness in parenting.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

V 1. Using the transparency: How Many Children--At what Cost--Will You Raise?, have class discussion on the questions listed under "Future."

R/W/M 2. In small groups research the costs of raising a child for a specific age level: prenatal and birth, infant, young child, school age and high school age. If making a particular salary, figure what percentage will be spent on a child. Chart this and display on a bulletin board. Brainstorm alternative ways of meeting costs.

Activity 1

HOW MANY CHILDREN?
AT WHAT COST?
WILL **YOU** RAISE???

PAST

10.4 million families had three or more children under the age of 18. The cost of raising a child to age 18 was estimated at $56,000. The average, annual income for families was $9,867.

PRESENT

6.4 million families have three or more children under age 18; the average family size is 3.9 people -- meaning most adults are opting to have only one to two children.

The average, annual income for families is $22,388. HOWEVER, inflation has reduced the purchase power of those dollars to a sum that is $191.00 less than the purchase power of families in the past.

The cost of raising a child to age 18 is now estimated at $135,000. There are no projections for college costs 18 years from now--costs that have risen 66% in the past seven years alone.

FUTURE.....IF trends continue......

- How many children will you be able to afford to raise?
- What, if anything, will influence you to delay having children until you've established a career and are more financially secure?
- Will you be able to help your children finance a college education or will they have to pay for that themselves?

COURSE: Relationships

UNIT: Parenting

TOPIC: Decision for Parenting

LESSON: Family Planning: Contraception/Size and Spacing

PROCESS SKILLS: The student will:

1. Examine family planning compatible with personal values and parenting decisions.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/V 1. Invite a speaker from Planned Parenthood, a school nurse, etc., to discuss birth control methods with the students. A second option might be to have the students divide into groups. Each group is to choose a type of birth control method, research it and give a class presentation on the information they have compiled.

W 2. "Teen Dilemma, Birth Control" activity. Have students divide into groups and complete the dilemma and discuss with the class.

3. "Birth Control" activity. This group discussion sheet can be used in small groups.

V 4. Brainstorm advantages and disadvantages of having a family. Guide students to determine mature reasons vs. immature reasons.

W/V 5. Invite a panel of parents to share experiences. Include teen mom, older parent, adoptive parents, handicapped parent, single parent (both male and female), divorced parent, and non-custodial parent. In advance, have students prepare for panel by writing questions they may want to ask. Depending on class, you may want to preview questions.

V 6. Following panel discussion, discuss the values that the individuals held as they made their decisions.

V/CT 7. Cut apart the situations listed on "Parenting Situations" activity sheet. Divide the class into groups and have students list the factors their situation would consider when deciding on several issues. First, indicate what type of birth control choices they might consider. Second, suggest whether or not this couple should choose to have a child at this point in their lives. Third, if this couple chooses to have one or more children, what are some factors they should consider in determining spacing? Students draw some conclusions and prepare to share with class.

V/CT 8. Using the questions from the last exercise apply them to a situation in which one of the adults in the relationship is handicapped. Consider the same questions for a couple that has one handicapped child already.

V/CT 9. As a class, given an unplanned pregnancy, brainstorm options available and advantages and disadvantages. What are the values associated with each of these advantages/disadvantages?

Activity 2

Name ______________________________
____

TEEN DILEMMA - BIRTH CONTROL

John has been going with Sue for several months. They have reached a point in their relationship that they feel it is time to consider a birth control method. Sue feels that the responsibility of a birth control method should not lie only on the female. She refuses to take the pill. John feels that the condom is not effective enough. John and Sue don't know what to do.

* What are all the possibilities that John and Sue might consider? (Brainstorm all possibilities.)

* Decide among yourselves what John should say or do.
Decide what you would do in the situation if you were John.

* Decide among yourselves what Sue should say or do.
Decide what you would do in the situation if you were Sue.

* What might happen if John and Sue elected not to use any type of birth control method?

* What would you do if you were in a situation like this?

* Where might John and Sue get their information about birth control? (Brainstorm all possibilities.)

* Who would you talk to if you were in this dilemma?

* Do young people need to know about contraceptive methods?

* One half of all girls don't use any type of birth control method. How could young people in high school be informed, if they don't take a class like this? (informed with correct information, not street ideas.) Brainstorm all possibilities.

* What is your opinion about why teenagers, who know the information about birth control, choose not to use any method and often end up with the consequences of unplanned pregnancy?

Activity 3

Name ______________________________
____

BIRTH CONTROL
GROUP DISCUSSION

1. What are (at least five) beliefs, attitudes, feelings, etc., that teens often have which prevent them from using contraception.

2. What are (at least four) factors that make it difficult for couples to talk about birth control?

3. How does having a sexual relationship affect the meaning of a relationship (for the couple)? Does sex improve or harm a relationship? Under what conditions can sex be positive for a relationship?

4. Does your group agree or disagree with the following statement? Why or why not???
"Planning ahead and using birth control takes the spontaneity out of sex, and psychologically many girls feel they are "bad" girls."

5. Under what conditions is a couple ready to share a sexual relationship? What makes it "right" for a couple? (List factors, situations, and/or indicators.)

Activity 7

Name ______________________________
____

PARENTING SITUATIONS

1. Male 42, female 40 - married with four children - ages 16,13,12,10.

2. Male 18, female 16 - dating steadily for six months.

3. Female 32 - single - no children

4. Male 30, female 30 - married - unsuccessful at conceiving after two years.

5. Male 25, female 28 - second marriage for both - each have one child with previous spouse.

6. Male 50, female 35 - married recently - no children

7. Male 28, female 25 - married - one child, one year old.

8. Male 45, female 39 - each have 2 children from previous marriages, want a child together.

Source: Created by Sara Nesmith, Green Mountain High School, Lakewood, Colorado.

COURSE: Relationships

UNIT: Parenting

TOPIC: Decision Making for Parenting

LESSON: Family Planning: Unplanned Pregnancy

PROCESS SKILLS: The student will:

1. Examine family planning compatible with personal values and parenting decisions.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

R 1. "The Reality of Teen Fatherhood" handout. Use the article as a springboard for discussion or make a tape recording having students read the parts of each individuals - teacher can be the narrator.

V/CT 2. With the current debate issue on abortion, the teacher may want to have the students lead a class debate, invite speakers from both sides of the issue, or have the students find current articles on the issues.

W/CT 3. "Values Dilemma-What Would You Do?" handout. Follow the directions given on the handout, listing pros and cons. After completing worksheet have class discussion on how values affect decision making.

Activity 1

The Reality Of TEEN FATHERHOOD

Due to the sensitive nature of this subject and the controversy that surrounds it, 'TEEN asks you to use this article as a springboard for discussion with your parents.

More than a million teenage girls become pregnant in the United States every year. But that sizable statistic barely begins to tell the whole story. In the last issue, "Premature Parenthood: Coping With The Consequences" focused on the decisions and realities these girls face, and have to live with for the rest of their lives, when confronting parenthood unexpectedly—and too soon.

Still, the story is not complete. There are a lot of other people whose lives are dramatically affected by their decisions—including parents of these teens, who deal with complicated feelings all their own. But perhaps one of the most affected and least understood persons in the far-reaching teen pregnancy problem is the teen father.

Controversy and confusion surround what role the teen father will, or should, play in the real-life drama of unplanned pregnancy. As with most of the questions that stem from this complex dilemma, though, there are no clear-cut answers. This is because those answers depend on the individual mixture of values, circumstances and, most importantly, the feelings of the persons whose lives are most touched by the pregnancy crisis. Here, some of the feelings teen fathers face are explored.

◆ ◆ ◆

WHERE DO TEEN FATHERS FIT IN?

Considering all the people and powerful feelings involved in an unplanned, teen pregnancy, the whole issue becomes tangled and complex. Whose feelings must be considered first? What if there are disagreements on momentous decisions about marriage, adoption, abortion or raising the child as a single parent? Who should decide?

In most cases, the decisions regarding the pregnancy are made by the teen girl and most feel, rightfully so. Although she may feel pressure from—and must consider the feelings and legal rights of others close to her and the situation—she is ultimately the one who is most affected by any of the options available to her.

But this puts the teen father in an awkward, secondary position because the decision the pregnant teen makes could also drastically affect his life, and his future. For both teen fathers and mothers, though, this feeling of having lost control over their future is one of the most painful and difficult feelings they face.

Of course, points out Robin Jackson, coordinator of the Fatherhood Project of the Teenage Pregnancy And Parenting Program (TAPP) in San Francisco, Calif., "Some young men feel comfortable with the secondary role. They don't want the responsibility of making decisions. Other teen fathers want it very much." Still others, sadly, aren't willing (or able) to face any of the responsibility, for whatever reasons they must have, and deny paternity.

DECISIONS, DECISIONS

In the past, the role of the teen father was etched out more clearly by society's standards. In the event of an unplanned, out-of-wedlock pregnancy, it was often simply assumed that the young father would do the "right thing" by marrying the young woman and "giving the child his name."

But times have changed, and many people's feelings about forced, or "shotgun" marriages have changed too. Although many teen couples and their families still feel that marriage is best for everyone involved, especially the child, marriage has become more of an option than an obligation.

Because of this change, and because of the fact that there are more options available for both teen mothers and fathers, teen parents face more (and more complicated) decisions and feelings than teens did in the past. Part one of "Premature Parenthood" revealed firsthand how teen mothers feel about some of the different options they have to choose from. Here, some teen fathers speak for themselves.

■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Terry

Terry is the 19-year-old father of a two-month-old son. He and his girlfriend have decided against marriage for now, although they plan to continue their relationship. They've also decided that their son will live with his mother the majority of the time, and that Terry will share the financial responsibility. Although they've agreed on most of the issues, Terry is in the process of establishing paternity through the court system so that he can

BEST COPY AVAILABLE

Activity 1 (Continued)

be assured that, no matter what happens with his relationship with the mother, he has a legal right to see his child. At the same time, this legal documentation assures his girlfriend that Terry will help in the financial support of their son.

Here are some of Terry's feelings: *When we first found out about the pregnancy, we went to both of our parents right away. I felt it was important not to try to hide the situation, or deceive anyone. It wasn't easy, but avoiding it wouldn't have made it go away. Luckily, they were supportive. I don't know how we would have been able to make it without them.*

We weighed our options very carefully. It was hard to agree on everything, but you have to get along. You have to swallow a lot of pride, because if you let that get in the way, you're thinking of yourself more than the baby.

The hardest thing I've had to deal with is not seeing my son every day. But I have to keep thinking on the positive side. I'll let him know that I'll always be here, and that I'll always be a part of him—just like he'll always be a part of me.

Brian

Brian is facing fatherhood as a 17-year-old. Luckily, however, with the emotional and financial help of his parents and the parents of his 16-year-old girlfriend, things are running smoothly. Here, though, Brian remembers a time when he doubted anything would ever run smoothly again:

I felt like running away from everything when my girlfriend first told me she was pregnant. I needed someone to tell me how to deal with the whole thing—I didn't know what to do or where to turn.

But I did a lot of thinking. I spent a lot of time alone. After a while, I realized running away wasn't going to solve anything; it would just make things worse for everybody, especially for the baby. So I decided the only thing I could do was see it through the best I could.

Now I've just got to concentrate on making something of myself for my daughter's sake. It's not just me I'm looking out for anymore.

Jason

Jason and his girlfriend, Molly, had been going out steadily for two years when they found out Molly was pregnant. After talking over the realities of their situation and their feelings for each other, they decided marriage was best for them. Now living in the basement of Molly's family's home, 17-year-old Jason works 40 hours a week at a local grocery store while he finishes his last year of high school. Molly has two years of school left, and while she goes to classes, their six-month-old daughter stays with a babysitter who lives down the street.

Jason talks about how his life has changed since he's become a husband and father:

Sure, there's a lot of responsibility. There's nothing but responsibility. When you go to school and study all day, and work all evening and on weekends, there isn't much time left for sports, friends or fun.

It's hard living with Molly's parents sometimes. It's like they want us to be independent and dependent at the same time. We feel like adults after all we've been through, but I guess they still see us as kids. It's hard for all of us.

Sometimes I wish I could take everything that's happening now and move it into the future about five years. I'd have more of a chance to live my life, before being tied to other peoples'. But it's too late to think about that.

Brad

It was a painful, drawn-out decision, but Brad and his girlfriend just signed adoption papers, permanently giving up all parental rights to their 2-week-old child. For six months, they had spent long hours talking about the many sides of the situation, trying to decide together (with the help of their parents and a social worker at an adoption agency) what would be best for the baby and for each of them. Since both natural parents must sign relinquishment papers even if they aren't married (unless the court declares the parent unfit or the father cannot be located), they had to learn quickly how to share their deepest feelings and fears, so that they could come to a decision they would both be able to live with. Sadly, many couples aren't able to go through this difficult process as amicably.

Brad talks about some of his feelings: *We had to put a lot of our feelings away and just concentrate on what would be best for the baby. Deep down, I think we both knew we'd be able to love the baby more than anyone else could. But we also knew that since we're both only 16, life would've been hard. We wouldn't have been able to give all of the other things she needs, besides love. I know some people might think that's a copout, but it really isn't—it's reality.*

We didn't want to quit school. I mean I don't want to be pushing a broom for the rest of my life. What kind of jobs could two 16-year-old high school dropouts get? I want to be an architect; my girlfriend wants to go to law school.

It's like the social worker said, you have to think about the baby's future. I couldn't see a future for us if we kept our baby, so what kind of future could we have given her? We just have to keep thinking that she has [adoptive] parents who are really ready for her, and at the same time, keep hoping this empty feeling goes away.

Cameron

Cameron is a 16-year-old expectant father. In one month, his girlfriend is due to have their child. The hard decisions they face aren't getting any easier as time goes by, and neither are the hard feelings:

You have to deal with a lot of other people's feelings and your feelings at the same time. Things don't always go my way, but I'm learning about sacrifice and compromise. It's not easy.

There is a lot of different feelings I have to deal with, but mainly they're hurt and embarrassment. You know, you feel stupid. You think, 'Why did I do this?' But I never thought about the consequences of sex beforehand. Pregnancy always seemed so unreal—like it could never happen to us.

Sex is an adult act. You have to think: Are you ready for the responsibilities? Are you ready to work eight hours a day, to find insurance, to give up going out with your friends? Are you ready to face

BEST COPY AVAILABLE

Activity 1 (Continued)

the pain and the loneliness of knowing nobody can really get you out of this? I doubt too many people my age are ready for that. There is a lot of feelings you just can't deal with. It's like you pray to get back to where you were before, but there's no way you can. So you just have to decide for yourself to go on from here, and do the best you can.

It's all about bringing a human life into the world. Everybody will look to you to make sure this person's happy, educated and has values. And you have to do that when you haven't lived your life yet—now you have responsibility for someone else's.

• • • • • • • • • • •

To all teens who have faced, or are facing, an unplanned pregnancy, the experience has been like a teacher in advanced courses on life, responsibility, maturity, coping with powerful emotions, living with mistakes and on and on. These are hard lessons they may not have been ready for, and certainly would have preferred to pass up at this time in their lives. But, as a few of the teen fathers noted, no one can turn back the clock.

All teens, though, also can learn from the lessons these teens are living. Mainly, their experience teaches that sexual involvement is much, much more than a way to express caring feelings, have a good time or feel like an adult. It's a responsibility. As TAPP's Robin Jackson says, "If you aren't willing to accept responsibility for your own sexuality now, then are you willing to take responsibility for someone else for a lifetime?"

If you're facing an unwanted, unplanned pregnancy, remember that you don't have to face it alone. If you feel you need help talking with your parents at first, look for a pregnancy crisis center in your area to find people who can help you decide what to do next. To locate one, call the operator or your local hospital.

Source: 'TEEN' Magazine. (November, 1984). p.p. 19, 20, 82, 83. Reprinted by permission of TEEN Magazine.

ST COPY AVAILABL

Activity 3

Name ______________________

VALUES DILEMMA--WHAT WOULD YOU DO?

Directions: In each of the four situations below, list as many reasons as you can for supporting the decision AND as many reasons as you can for not making that particular decision. You must have **at least 3 reasons** for each viewpoint for each situation.

SITUATION A: Girl chooses to put baby up for adoption.

PROS	CONS
______________________	______________________
______________________	______________________
______________________	______________________

SITUATION B: Girl chooses to have an abortion.

PROS	CONS
______________________	______________________
______________________	______________________
______________________	______________________

SITUATION C: Couple chooses marriage as a result of a pregnancy.

PROS	CONS
______________________	______________________
______________________	______________________
______________________	______________________

SITUATION D: Unwed teenage girl chooses to keep baby and raise it on her own.

PROS	CONS
______________________	______________________
______________________	______________________
______________________	______________________

COURSE: Relationships

UNIT: Parenting

TOPIC: Conception, Pregnancy, Labor and Delivery

LESSON: Physical Aspects: Health

PROCESS SKILLS: The student will:

1. Determine factors involved in conception, pregnancy, prenatal care, labor and delivery.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R 1. "Male and Female Diagrams." Use diagrams to lead class discussions. The unlabeled diagrams may be used for transparencies or handouts. Organize students into groups of two. Pass out "Reproductive Systems" handout and have students read, or teacher can share information with class.

W/CT 2. Read and complete the crossword puzzle in pairs using the information from diagrams and information sheets. When activity is completed, each group will identify one new idea from the experience and one question which came to mind during the process. Present to class and discuss.

W/CT 3. Students list all the food they have eaten in one day. In pairs, exchange papers and evaluate each others list to determine if the amount of food eaten fulfills the requirements in each food group and if the student ate enough of the right thing to provide nourishment for a healthy baby. Each student writes an evaluation of their partners diet and provides suggestions for improvement.

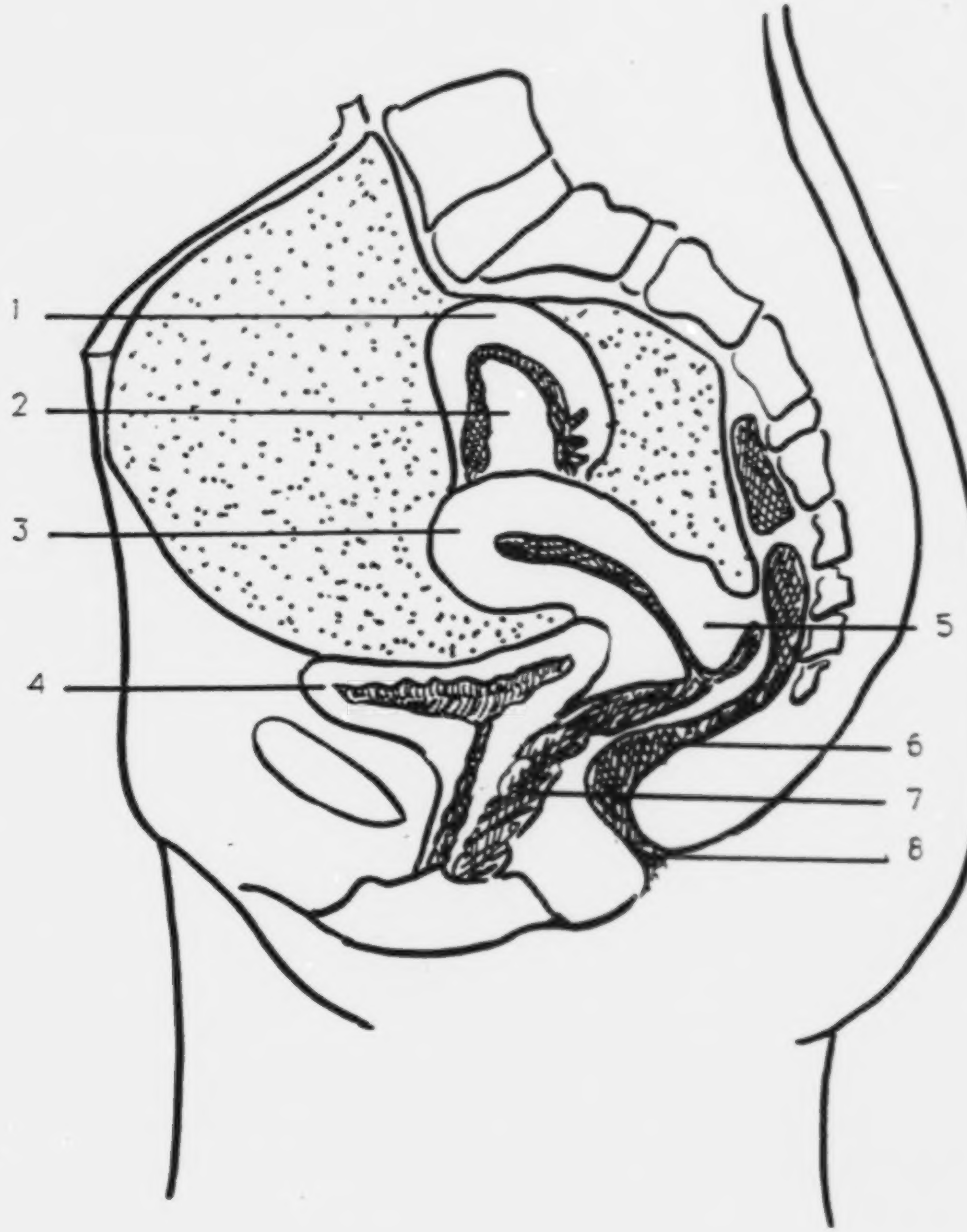
W/CT 4. Evaluate students' food knowledge by having them respond to the "Dear Charlie" letter. In their responses they should indicate how Suzie can improve her diet to include what is needed for the development of a healthy baby.

Activity 1

Name ______________________________

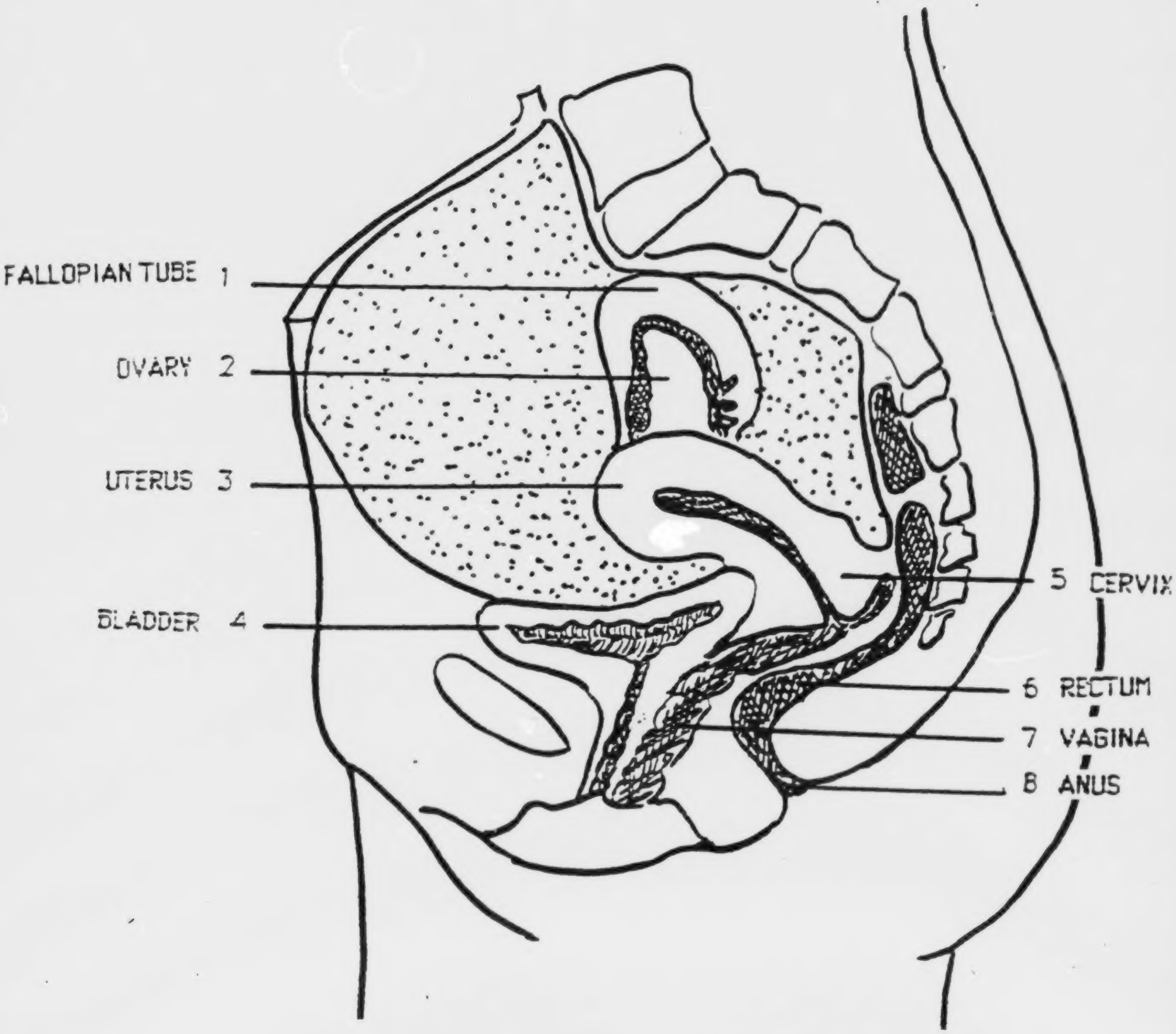
____

FEMALE PELVIC ORGANS-SIDE VIEW



Activity 1 (Continued)

FEMALE PELVIC ORGANS-SIDE VIEW
ANSWER KEY

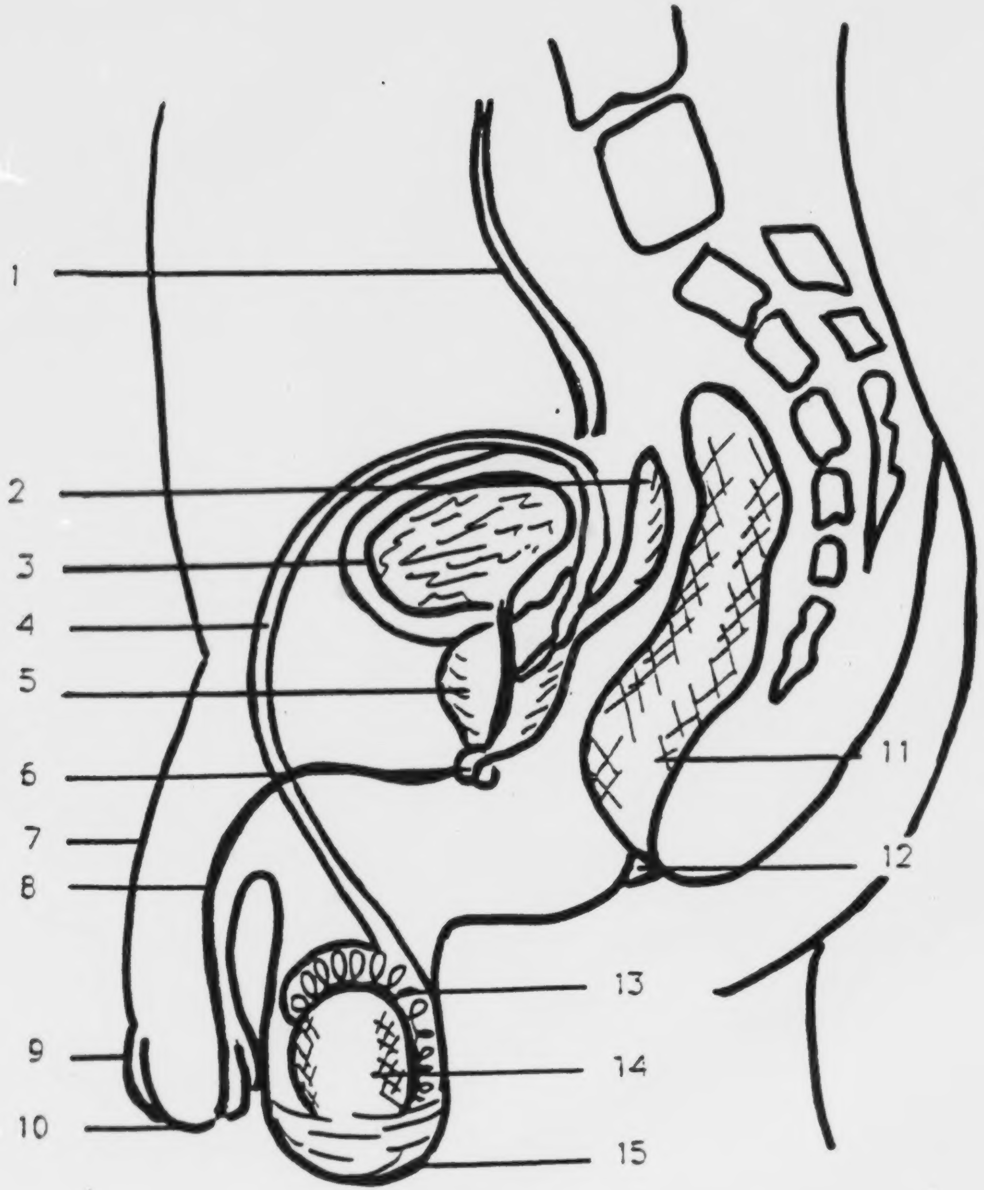

FALLOPIAN TUBE 1
OVARY 2
UTERUS 3
BLADDER 4
5 CERVIX
6 RECTUM
7 VAGINA
8 ANUS

Activity 1 (Continued)

Name ______________________________

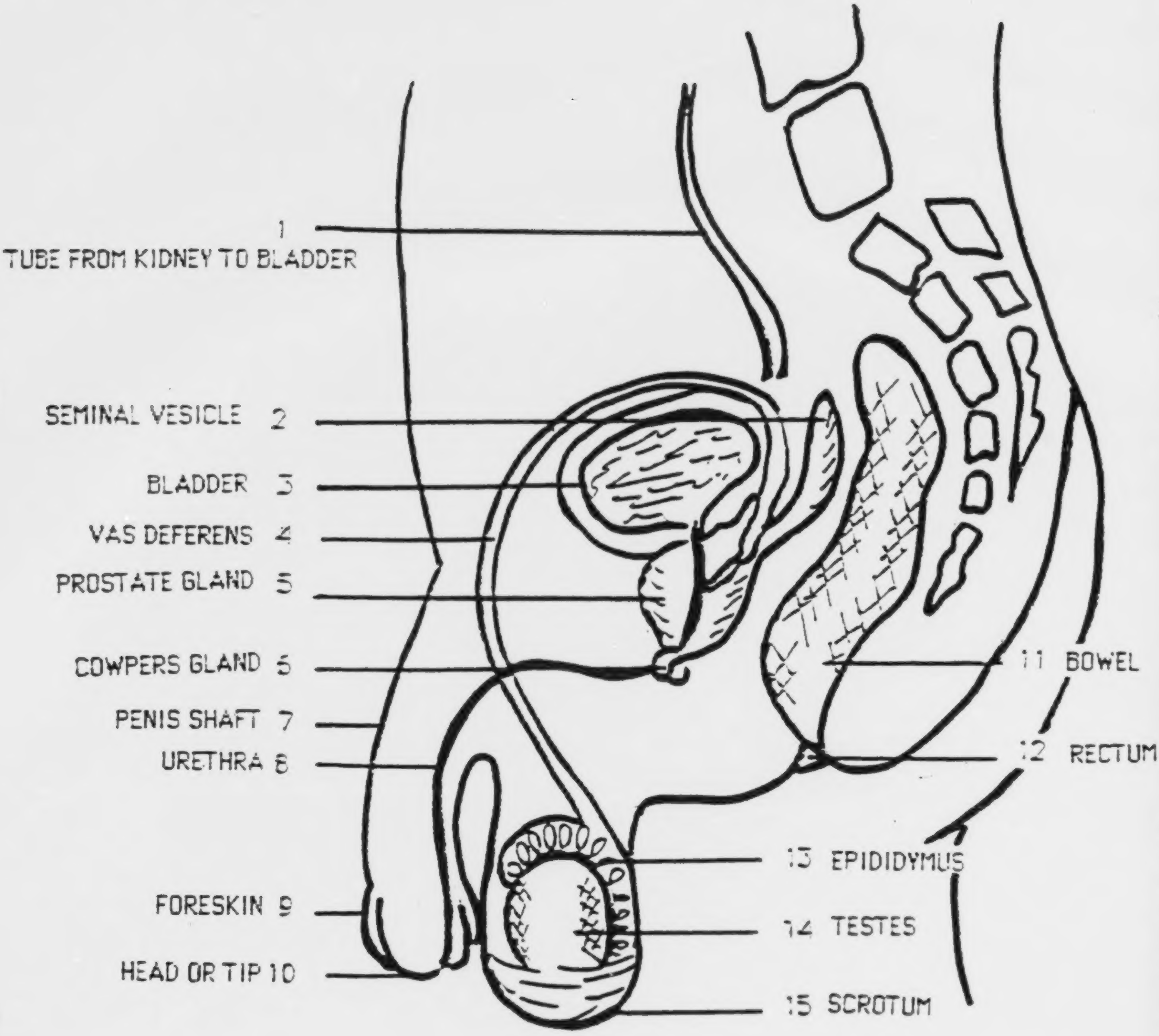
____

MALE REPRODUCTIVE SYSTEM-SIDE VIEW


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

Activity 1 (Continued)

MALE REPRODUCTIVE SYSTEM-SIDE VIEW
ANSWER KEY

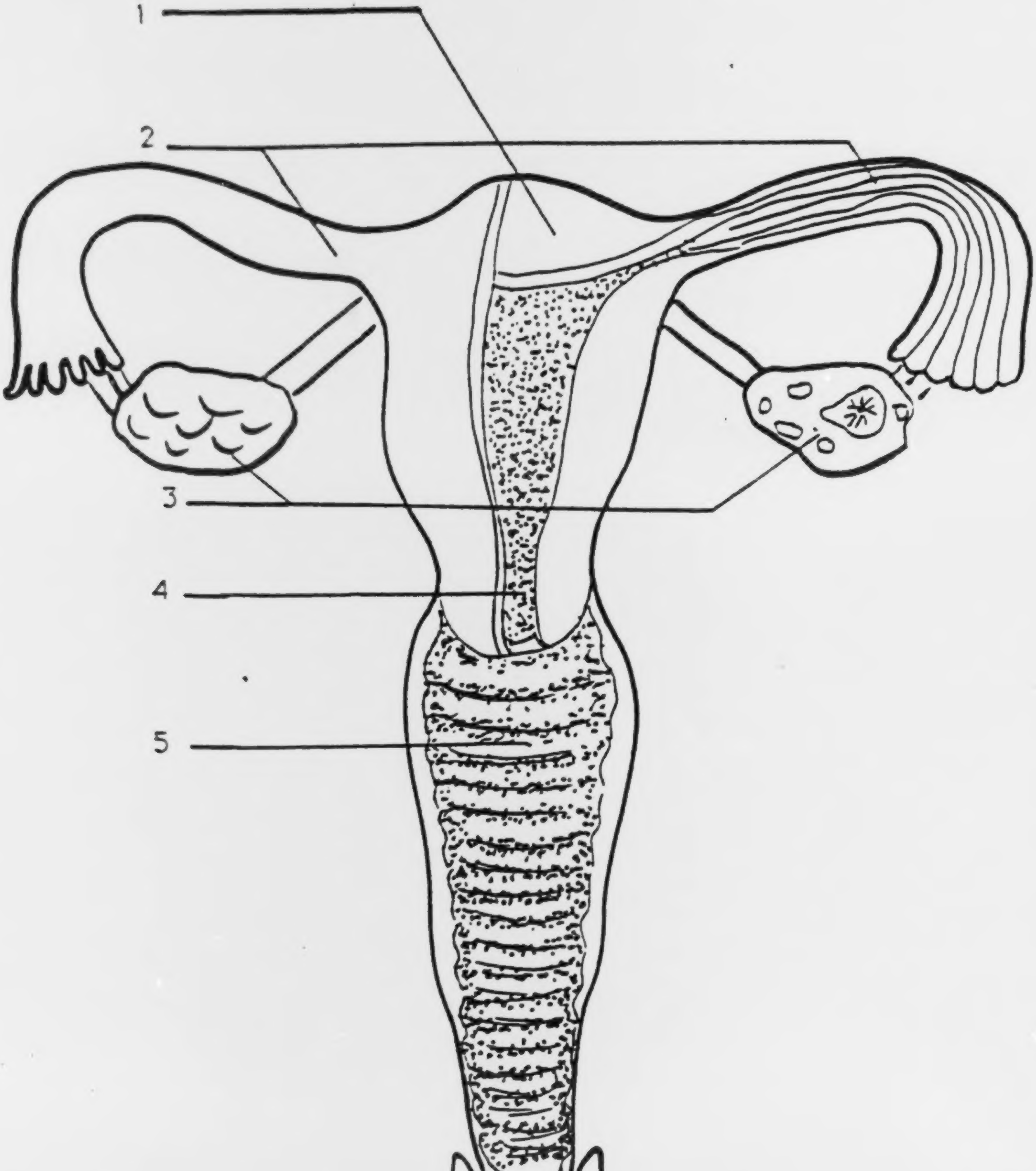

1
TUBE FROM KIDNEY TO BLADDER
SEMINAL VESICLE 2
BLADDER 3
VAS DEFERENS 4
PROSTATE GLAND 5
COWPERS GLAND 5
PENIS SHAFT 7
URETHRA 8
FOREKSIN 9
HEAD OR TIP 10
11 BOWEL
12 RECTUM
13 EPIDIDYMUS
14 TESTES
15 SCROTUM

Activity 1

Name ______________________________

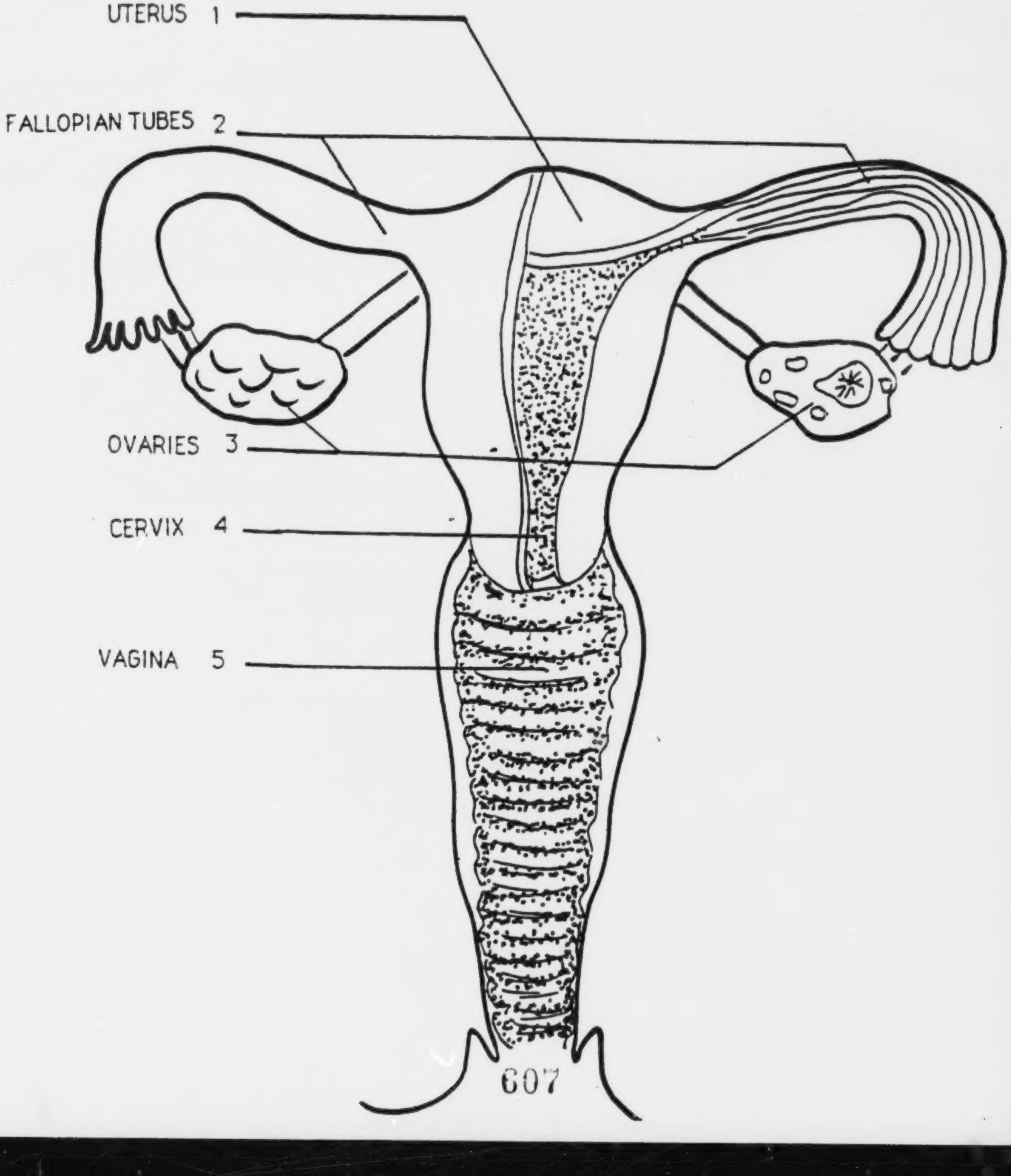
____

FEMALE PELVIC ORGANS-FRONT VIEW



Activity 1 (Continued)

FEMALE PELVIC ORGANS-FRONT VIEW
ANSWER KEY


UTERUS 1
FALLOPIAN TUBES 2
OVARIES 3
CERVIX 4
VAGINA 5

Activity 1 (Continued)

Name ______________________________

____

REPRODUCTIVE SYSTEMS

Male Reproductive System

- The male produces millions of sperm per day from puberty onward.
- Within the **TESTES** are well over a mile of tubing, each tubule being scarcely thicker than a human hair.
- Sperm and testosterone are continuously being produced in these tubules.
- Sperm formation starts closest to the testes wall where the cells divide normally--as the cell is pushed toward the center it divides again--this time forming two cells with only 1/2 as many chromosomes.
  - One of these chromosomes is female or X and the other is male or Y.
  - These cells continue to move toward the center of the testes and divide one more time forming 4 cells that are now sperm.
  - Once they are forced into the center of the tubule they join the other sperm being formed all around them and are moved along until at last they are emptied into the collection tubes or **EPIDIDYMIS** which lie against the testes in the **SCROTUM**.
- It takes 50-70 days to produce sperm.
- The scrotum is the sac that holds the testes and epididymis, it is outside the body because the formation of sperm takes a lower temperature than body temperature, if a boy at puberty does not have at least one testes outside of the body in the scrotum it must be surgically lowered or he will be infertile.
- As the sperm mature, they travel through the **SEMINIFEROUS TUBULES** which are over a mile in length, but are no thicker than a human hair.
  - As the sperm travel through the tubules, they mature and become more active though not completely mobile.
  - They then must move up the body for storage.
- The **VAS DEFERENS** is a fourteen to eighteen inch tube connected to the epididymis at one end and the storage place of the sperm--the **AMPULLA.**
- The sperm are helped along up the vas deferens by tiny hair-like structures and a series of muscular contractions of the walls of the vas deferens, the vas deferens is the tube that is severed in a **VASECTOMY**--this involves making a tiny cut in the scrotum and pulling the vas deferens out where it is cut and tied off then replaced in the body.
  - There are generally two vas' to be severed and it is an easy procedure usually done in the doctor's office.
- Once the sperm are in the reservoir they stay until they are released in the **URETHRA**, the tube which takes them out of the body through the penis.
- Sperm are expelled by the hundreds of millions into the urethra in the process of ejaculation--an ejaculate includes about a teaspoon of fluid and has about 500 million sperm.
- If not expelled in ejaculation, sperm continuously dribble out into the urethra and are passed off without notice in the urine.
- **PENIS** is the external male sex organ that serves several purposes; it empties the bladder and is an efficient viaduct for the function of ejaculation.
  - Since urine and sperm go through the same passage way it is easy to see why a male feels burning when his urethra is infected with gonorrhea (the female will not feel the pain because the inflamed tissue is not being bathed with the acidic urine).

Activity 1 (Continued)

- The penis is perfectly designed for penetrating the female vagina which is tilted at a 45 degree angle, the angle in which the penis positions during ejaculation.
    - The penis consists of two parts--body or shaft and head or glans. It is completely filled by three strips of spongy material that run its length--these strips are covered by two long muscles.
    - When the penis is stimulated either by touch or imagination, blood rushes to these spongy tissues and cannot get out because of a valve system that closes the exits.
    - The head or **GLANS** of the penis is made up of the same materials but also has many nerve endings which make it highly susceptible to stimulation.
    - The sleeve of loose skin which covers the head of the nonerect penis is the **FORESKIN**, in an erection it pulls back out of the way to expose the head of the penis to the fullest stimulation.
- For many years Jews and people of other Far East countries have practiced **CIRCUMCISION**, which is a simple operation that removes the foreskin. Most parents today have the doctor do this soon after birth, for health reasons. It is intended to prevent secretions from accumulating under the foreskin and causing irritation.
- Inside the abdomen lie the **SEMINAL VESICLES**. The name come from the word vesicle meaning little bladder and seminal because it was originally believed that the sperm were stored here. When stimulated, they respond by the hormone **TESTOSTERONE**. They supply the largest part of the fluid which is involved in ejaculation.
    - This fluid is rich in sugar content (Lactose) and when the sperm join with the seminal fluid at the point of ejaculation, they react to this high-energy nourishment by becoming more active. It is believed that when the seminal fluid is too low, it may contribute to infertility because sperm need the nourishment.
- The function of the seminal vesicles may be to contribute to the male sex drive, caused by pressure on the walls of the seminal vesicles. When they are too full, two or three ejaculations within a span of a few hours will almost entirely deplete the supply and it will take approximately two days for them to fill up again with fluid.
- Any irritation of the organs connected with ejaculation can cause erection and what might be interpreted by the individual as pressure for sexual release.
- Surrounding the juncture of the ampulla, the seminal vesicles and the urethra, is a ring-shaped gland about the size of a walnut called the **PROSTATE**, it adds its own contribution to the fluid of ejaculation--the fluid includes **CITRIC ACID**, which acts on the sperm to make them even more mobile and also includes chemicals which help to make the female tract more hospitable to the sperm by neutralizing the vaginal secretions. At the point of ejaculation the prostate also acts as a pump to help the seminal fluid along its way. In older men the prostate can cause a great deal of difficulty because the urine must pass through it on the way out of the body. Sometimes if it becomes inflamed it must be removed (cancer of the prostate is not uncommon also).
- The **COWPER'S GLAND** is also functional during sexual intercourse. It secretes a substance during the excitement phase which helps to clear the urethra of urine and acts as a lubricant for the glans of the penis.
- At the peak of sexual excitement almost all the muscles in the pelvic region contract, the bladder does not empty because, in a spasm, the round valve muscle at the entrance is tightly closed as is the rectum.

Activity 1 (Continued) Name ______________________________

____

Female Reproductive System

- Within the abdomen on either side of the uterus and attached loosely to it by connective tissue lie two walnut sized bodies--the **OVARIES**.
  - The chief function is to produce eggs and it is also the primary producer of the two female hormones, estrogen and progesterone.
  - At puberty, each ovary consists of several hundred thousand eggs, each packaged in a little casing called a **FOLLICLE**.
  - The space between the follicles is loosely packed with masses of otherwise useless filler cells
  - Each female is born with all the immature eggs she will ever have.
- Close to the ovaries are the open, filmy fingered ends of the two **FALLOPIAN TUBES**- - The fingers are called **FIMBRIA** and act as little catchers to catch the egg when it bursts from the ovary.
  - The fallopian tubes are 4-5 inches long--roughly the length and thickness of a mechanical pencil, only quite flexible. The inside tube running through the center of each is about as wide as a thin pencil lead or the straw of a broom.
  - The tubes are lined with tiny hair-like structures and serve as the passageway for the egg traveling toward the uterus and for the sperm traveling up from the uterus to meet the egg.
  - As with the male in a vasectomy, the woman may have a **TUBAL LIGATION** which involves cutting a piece out of the fallopian tubes and tying them off. (Neither the vasectomy nor the tubal ligation should be considered reversible, but the possibility is increasing.)
- The womb or **UTERUS** is a pear-shaped muscular organ located in about the center of the lower abdomen. It is about the size of a woman's fist and is the place where the baby develops before its birth.
  - Ordinarily it can contain only a few teaspoonsful of fluid, but at full term, just before a baby is born, it may have expanded to a volume of as much as 7 quarts in order to accommodate the baby and the sac of fluid in which it floats.
- At the lower end is a narrow exit that projects in the vagina called the **CERVIX**. During pregnancy the tissue of the cervix keeps the baby from being dropped into the birth canal prematurely. At birth, the cervix dilates to permit birth to occur.
- The lining of the uterus, called the **ENDOMETRIUM** is a unique tissue which includes a forest of glands and special blood vessels. The glands and vessels are surrounded by masses of filler cells which seem to have no other function than to support the forest. This lining is the soil in which the fertilized egg plants itself, and it is the tissue whose erosion, if no egg is planted, brings about menstruation.
- The cervix opens into the upper end of an elastic tube, roughly four inches long, called the **VAGINA**. The vagina open into the vulva area or the external genitalia.
- The external genitalia is made up of the **CLITORIS**, which is very sensitive to touch and functions to bring about excitement. A females external genitalia also include the **LABIA** which are protective organs much like the foreskin in the male.
- A **HYSTERECTOMY** involves removing most all the female organs except the vagina, this is often done to stop the spread of cancer.

Activity 1 (Continued)

Ovulation and The Menstrual Cycle

- There are many things going on during the menstrual cycle, but all with the purpose of making ready for a potential baby.
- The production of the mature egg is governed by the interrelationships of two pituitary hormones, the follicle-stimulating hormones (FSH) and the luteinizing hormone, (LH).
- During menstruation **FSH** is produced because of a drop in the level of progesterone from the corpus luteum. This causes the follicles around the eggs to produce large quantities of **ESTROGEN** which in turn makes some of the follicles grow and also stimulates the lining of the uterus to start to regrow.
- After 8 days of steady growth of the 20 certain eggs that were activated, a new hormonal message is sent to the developing follicle from the pituitary. **LH** causes one of the 20 growing follicles to proceed in its development while all of the others recede and eventually disintegrate. In the next 24 hours the chosen follicle is bombarded with increased amounts of estrogen and with a small amount of new a hormone produced by the follicle in response to LH, **PROGESTERONE**.
- A blister erupts on the ovary where the egg is finishing its development, then the egg pops out and is released. This process is called **OVULATION**.
  - Ovulation occurs 14 days before the next menstrual flow will begin. At this time the lining is fully developed and ready for the egg to implant.
- The egg is picked up by the fimbria and carried down the tube where fertilization takes place if sperm are present. If they are not present the egg will die.
- The follicle which is left when the egg pops out is called the **CORPUS LUTEUM**, which means yellow body. This follicle in turn produces more progesterone to keep the lining rich and full in case fertilization occurs.
- If fertilization occurs it takes three or more days for the growing cell mass to move down the fallopian tube and then implant in the rich lining. At that time the growing embryo produces its own hormones to keep the lining from being sloughed away.
- If there is no pregnancy, the corpus luteum dies and the lining begins to deteriorate and the blood supply to the forest is cut off and the tissue dies. When the blood supply begins again, the blood washes away the dead tissue (this is what is called the **menstrual flow**). Included in this flow is approximately 6 teaspoons of blood. The flow usually lasts 3-5 days (when counting the length of a females cycle, day one is the day the flow begins.
- The length of cycle may be anywhere from 25-35 days. The average is 28 days. For a person with a 28 day cycle, ovulation will occur on the 15th day of the cycle and day 28 will be the last day of the cycle. For this person the fertile time could be from the 10th day through the 20th day.

Activity 2

Name ______________________________

____

REPRODUCTIVE ORGANS AND FUNCTIONS CROSSWORD

Directions: All numbers are consecutive. The "D" in front of the question stands for down, "A" stands for across.

MALE

A 1. Well over a mile in length, but no thicker than a human hair. Sperm matures and is produced in it and it takes 50 days (from start to finish) or more for each sperm to be produced.

D 2. Enlarged area at one end of the vas deferens which is a storage place for sperm.

D 3. Organ that holds the testes and epididymis outside the body and controls the temperature with its elasticity.

A 4. Gland at the juncture of the urethra and vas which secretes a lubricant during sexual excitement. Also helps clear the urethra of urine.

D 5. In less than 1 teaspoon of fluid, ejaculation contains approximately 500 ________sperm.

D 6. The 14"-18" length tubes (one on each side of the scrotum) connected to the epididymis which carries mature sperm from the testes are called ___________.

A 7. The ____________ gland is about the size of a walnut: it surrounds the juncture of the vas and urethra; it acts like a pump during ejaculation.

D 8. The gland mentioned in question seven secretes ____________ which changes the PH to neutralize the fluids of the vagina so they will not kill the sperm.

D 9. Besides continually producing sperm, the testes also produce the male hormone,_______.

D 10. The _____________ vesicles produce a fluid which gives the sperm nourishment so they can become active and mobile.

A 11. The fluid produced by the vesicles mentioned in question ten is rich in ____________.

A 12. The tube through the penis which carries sperm or urine out of the body; it may become inflamed and painful during urination because of gonorrhea.

D 13. The permanent sterilization done on the male when the vas deferens are severed and tied off so that sperm cannot get out of the testes.

A 14. When sexual excitement occurs ___________ rushes into the spongy tissues of the penis in order for erection to occur.

FEMALE

D 15. Muscular, pear shaped organ about the size of a woman's fist; the place in which a baby develops and is nourished before birth.

A 16. The unique lining of the uterus which includes a forest of blood vessels and glands; it is this lining that is sloughed off during menstruation.

D 17. The walnut-shaped sex gland which each month matures one of several hundred thousand immature ova a female is born with; it also functions to produce two main hormones.

D 18. The two hormones produced by the gland mentioned in question 17 are progesterone and _______________.

D 19. The mouth or opening of the uterus which keeps the baby from dropping into the vagina prematurely.

A 20. The elastic tube which opens to the outside of the body, sometimes called the birth canal.

D 21. The permanent sterilization technique which blocks the fallopian tubes so that the ova cannot get into the tube and be fertilized.

Activity 2 (Continued)

A 22. The erectile tissue in front of the urethra that is stimulated during sexual relations.

A 23. __________ is when the mature ova pops out of the follicle and the ovary to be picked up by the fimbria.

A 24. The follicle from which the mature (ripe) ova pops during ovulation; is a yellowish color and produces progesterone which helps to finalize the preparation of the endometrium for implantation of the fertilized ova.

A 25. The fimbria are at the end of the _____________ tube which carries the ova and where fertilization occurs.

D 26. A hormone from the pituitary gland which signals some of the follicles in the ovary to grow and produce large quantities of estrogen.

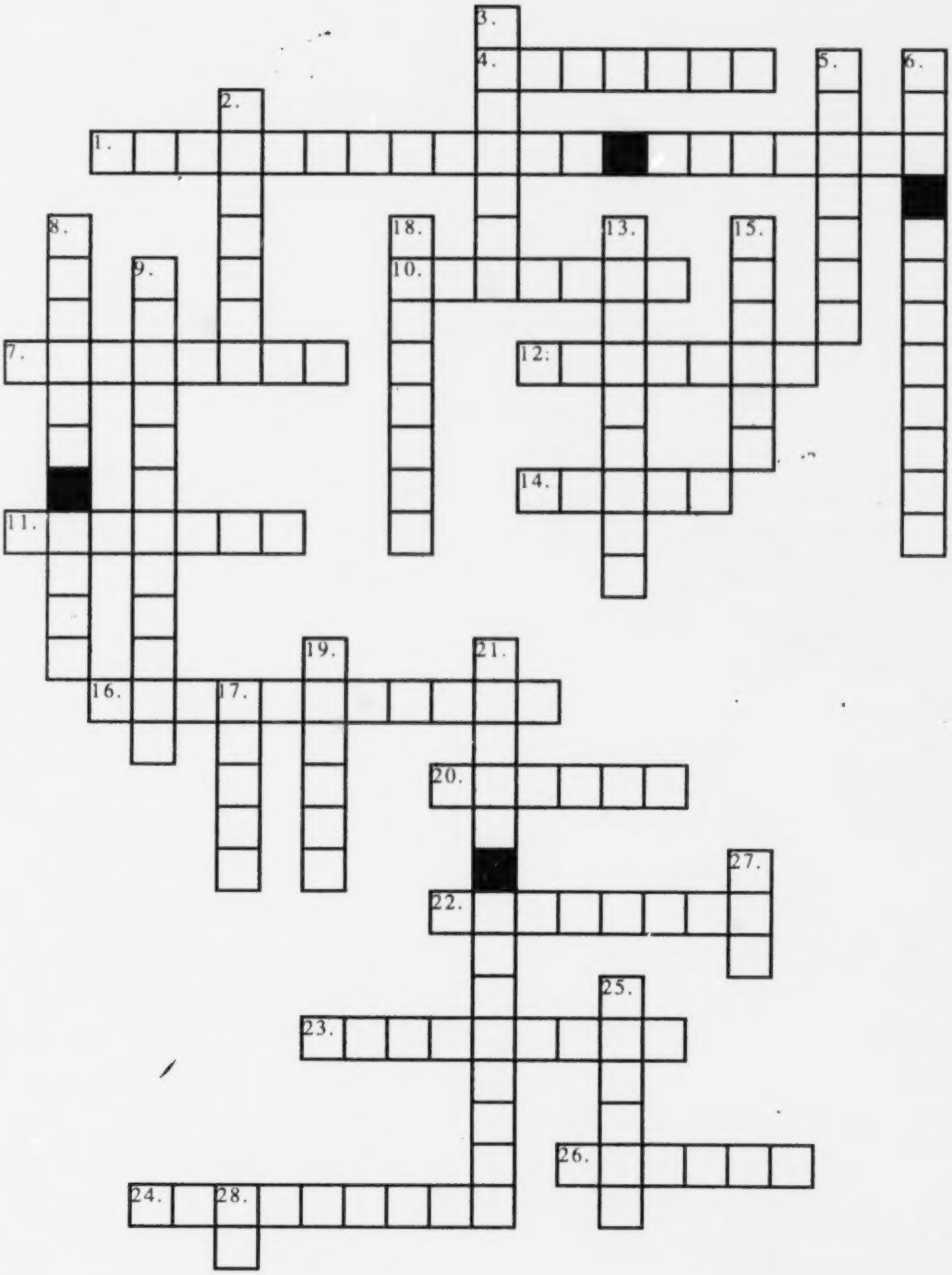
D 27. Another pituitary hormone which causes one follicle and ova to finalize for ovulation while the other 20 or so recede and disintegrate.

Activity 2 (Continued)

Name ______________________________

____

REPRODUCTIVE ORGANS AND FUNCTIONS CROSSWORD


3.
4.
5.
6.
2.
1.
8.
18.
13.
15.
9.
10.
7.
12.
14.
11.
19.
21.
16.
17.
20.
27.
22.
25.
23.
26.
24.
28.

Activity 4 Name ______________________________

____

"DEAR CHARLIE"

Directions: Read the letter and write a letter back to Susie indicating how she might improve her diet to include what is necessary for the development of a healthy baby. Give her some appropriate and sound advice.

Dear Charlie,

You probably know by now that I am 4 months pregnant. It was a real surprise. I have given it a lot of thought and although I'm having a pretty difficult time dealing with it, things are getting better. The reason I'm writing is because I know you are taking a child development class and I want to see if you can give me any information.

My doctor says I need to eat right for the baby and she prescribed some really expensive vitamin pills. Actually, I think I eat OK and haven't filled the prescription. I don't think I need to spend the money on this prescription if I eat enough food otherwise.

I know it is probably not the best practice but I don't eat breakfast. I never have time to eat before I go to school so when I get hungry around 10:00 in the morning I eat some chips and drink a diet pop (hopefully this will help me to keep the extra weight off). Since I eat at 10:00 I'm not very hungry at lunch time so I have an apple and drink some milk before I go to work. Oh yeah, I'm working 5 hours after school at McDonald's to earn some money for after the baby is born. For dinner I usually pick up a hamburger and fries at work. I did improve my eating habits since I found out I was pregnant two months ago so the baby should be getting enough nourishment.

I thought I would be over the tired stage by now, but I'm exhausted each night. Since my baby takes all it needs to develop from me I know my baby is going to be OK because it's taking all my energy.

When I go to the doctor she just rushes me through and I forget all the things I want to ask her, so I thought I would write you and see what information you could give me. Hopefully you can assure me that things are OK. After all, what is the worst thing that could happen? Write soon.

Love, Susie

ANSWER KEY

ACTIVITY 2

Reproductive Organs and Functions Crossword

1. Seminiferous Tubules
2. Ampulla
3. Scrotum
4. Cowper's
5. Million
6. Vas Deferens
7. Prostate
8. Citric Acid
9. Testosterone
10. Seminal
11. Lactose
12. Urethra
13. Vasectomy
14. Blood
15. Uterus
16. Endometrium
17. Ovary
18. Estrogen
19. Cervix
20. Vagina
21. Tubal Ligation
22. Clitoris
23. Ovulation
24. Corpus Luteum
25. Fallopian
26. FSH
27. LH

COURSE: Relationships

UNIT: Parenting

TOPIC: Conception, Pregnancy, Labor and Delivery

LESSON: Physical Aspects: Medical Assistance Options

PROCESS SKILLS: The student will:

1. Determine factors involved in conception, pregnancy, prenatal care, labor and delivery.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V/CT 1 Divide students into three groups.
- a. Group 1- Students list alternatives for medical care during pregnancy, other than a private doctor, and factors that would cause them to select one type over another.
- b. Group 2- Students determine what provisions or facilities are available in the community for low or no-cost prenatal care.
- c. Group 3- Students determine attributes desireable in a doctor and compile a list of ten questions to ask the doctor during the first visit to evaluate if the doctor has these qualities.

Each group will gather the information, then present it to the class, followed by discussion.

2. Invite a panel of guests to discuss the topic of prenatal care - midwife, registered nurse, Obstetrician/Gynecologist or doctor.

COURSE: Relationships

UNIT: Parenting

TOPIC: Conception, Pregnancy, Labor and Delivery

LESSON: Physical Aspects/Prenatal Development/Birth Process:
-Stages
-Factors Affecting Unborn

PROCESS SKILLS: The student will:

1. Determine factors involved in conception, pregnancy, prenatal care, labor and delivery.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

1. Give two pretests: "Vocabulary of Pregnancy and Childbirth" and "Prenatal Development." Explain all terms in discussion.
2. Students draw picture of fetus at a particular stage based on information provided; label parts and display pictures.

R/W 3. Students prepare a visual presentation on a factor that may affect pregnancy and present findings to class.

CT 4. Using "Menu Guide for Pregnant Women" have students determine the basic four food groups and the additional food required for pregnant women.

(Information Sheet on AMNIOCENTESIS could be used for transparency)

RESOURCES:

1. Family Life Studies Curriculum, Coleen Utter, Lakewood, Colorado.
2. "Time Line Chart," March of Dimes.
3. "Inside My Mom," filmstrip from March of Dimes.

INFORMATION SHEET
FACTS AND FALLACIES OF PREGNANCY

I. FALLACIES

A. A woman cannot become pregnant while nursing a baby.

B. While a female is pregnant, she should "eat for two" by doubling the quantity of food eaten.

C. Cravings for certain foods during pregnancy indicate the body needs them.

D. The fetus robs its mother of calcium and causes increased tooth decay during pregnancy, hence, "a tooth lost for every child."

E. A baby that is "carried high" is usually a boy.

F. Teenagers have the healthiest babies and pregnancies.

G There is no scientific way to determine whether the unborn child is a boy or a girl.

II. FACTS

A. Although the fertility rate is somewhat lower during nursing because ovulation is less frequent, conception is possible.

B. To insure physical well-being of both mother and child, the mother should eat about 10 percent more, the quality of the diet should be improved.

C. There is no actual physical need for certain foods, although there may be a psychological need existing to crave foods normally liked.

D. Enamel on teeth is permanent and is unaffected by the amount of calcium in mother's diet; however, the tooth structure of the fetus can be helped by an increase in mother's intake of calcium.

E. No single pregnancy is all "high" or "low" and the position bears no relationship to the baby's sex; in certain phases of every pregnancy the baby's position seems higher or lower.

F. The best age for normal pregnancies and deliveries is between 25 and 30.

G The sex chromatin test analyzes cells from amniotic fluid to determine the unborn child's sex and birth defects.

Source: Family Living. (1978). FL -.39-D. Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, Stillwater, OK.

INFORMATION SHEET
ALPHA-FETOPROTEIN TEST

WHY SHOULD I CONSIDER HAVING THIS TEST DONE?

This test was developed to identify babies with a special kind of birth deformity that occurs when a baby developing inside the womb fails to grow a complete covering around the major parts of the nervous system (brain and spinal cord). This may lead to severe physical and mental problems, inability to walk and sometimes death. In this country, the chance of having a child born with this problem is about one in one thousand (1:1000).

Usually this test is ordered because there is a history of a family member or a previous pregnancy with this problem, but the problem most frequently occurs even if there is no family history of it.

If you have ever had anyone in your family born with this kind of problem, or have had a previous baby born with this, the risk of having a child with this problem increases to 1-2% during any pregnancy. If either you or the babies father have had this defect, the risk of having a baby with this gets as high as 5% or one in twenty. This test will detect abnormally high levels of a special substance in the blood. High levels in the blood often indicate that a problem exists with the baby, but this is not always true. The test is done on a sample of blood at 16-18 weeks of pregnancy.

DOES AN ABNORMAL TEST ALWAYS MEAN THAT SOMETHING IS WRONG?

No. There are other conditions, such as carrying a normal set of twins, inaccuracy in determining how far along the pregnancy is, other abnormalities and special problems in pregnancy that can also cause an abnormal test result. In fact, about one in 20 tests result in what we call a "false positive" test. A false positive means that the baby does not necessarily have a problem with its nervous system; however, the test gives us results that make it appear as though a problem exists. When this occurs we will need to have the test repeated and perhaps order other tests to help us decide if there is a problem. The problem of false positive test results causes a great deal of worry and extra expense. This is one reason that this test is not just done routinely but is offered to pregnant women with the choice left to you **after** you have read this material and had the opportunity to discuss it with your physician.

WHAT WILL BE DONE IF THE TEST IS ABNORMAL?

Your doctor will explain the possible meanings of the abnormal test and often will order some further simple tests which may include repeat blood testing, ultrasonography, and sometimes even Amniocentesis to help discover the cause of the abnormal alpha-fetoprotein test. If any of this is necessary your physician will discuss this with you and may refer you for special tests and or counseling. The major reason for early detection of this problem in pregnancy is to permit us to provide appropriate counseling and offer termination of the pregnancy if that is your desire. It also permits planning for the appropriate place and medical preparations for delivery of the baby if you decide to continue with the pregnancy.

Information Sheet (Continued)

DOES THE TEST ALWAYS DETECT BABIES WITH THESE ABNORMALITIES?

Just as no test is absolutely fool-proof, this test too can be normal despite the fact that you may be carrying a baby with this or another major nervous system problem. Failure of the test to detect a major problem may occur as often as one in five or ten times. A normal result of this test does not guarantee a normal baby or a baby free of this or any other birth defect.

IF I HAVE A HISTORY OF FAMILY MEMBERS, OR A PAST PREGNANCY WITH A NEURAL TUBE DEFECT, DOES IT MEAN A PERSON IS VERY LIKELY TO HAVE A BABY WITH THE SAME PROBLEM?

No. Even with such a history, the chances of having a baby with this defect are only a few percent. In other words, the odds are at least 95 out of 100 that your baby will NOT have a neural tube problem. Your physician may recommend that you seek the advice of a Genetic Counselor regarding this problem.

HOW IS THE TEST DONE?

The test involves a simple blood test with blood taken from an arm vein at 16-18 weeks of pregnancy.

Source: © 1986 Advanced Medical Systems Inc.

AMNIOCENTESIS

AMNIOCENTESIS CHECKS FOR:

1. CONDITION AND MATURITY OF INFANT
2. L/S RATIO TO DETERMINE THE FETAL MATURITY OF LUNGS
3. ABSENCE OF BILIRUBIN
   - INDICATES A MATURITY OVER 36 WEEKS
4. CREATINE
   - INDICATES THE LEVEL OF MATURITY IN FETUS
5. PERCENTAGE OF FAT CELLS IN THE AMNIOTIC FLUID
   - DETERMINES MATURITY
6. PROCEDURE:

   A. OUTPATIENT

   B. LOCAL ANESTHESIA

   C. SONOGRAM DONE TO FIND PLACEMENT

   D. INSERT NEEDLE

   E. WITHDRAW ONE OUNCE OF FLUID

   F. ANALYZE

Information Sheet (Continued)

I. Terms and definitions

A. General practitioner -- Doctor who provides services in all areas of medicine.

B. Obstetrician -- Doctor who has advanced training in the treatment of pregnant women and the delivery of babies.

C. Midwife -- Person who has some training in the treatment of pregnant women and the delivery of babies.

D. Group practice -- Two or more obstetricians who work as a team together.

E. Pre-parenting education -- Instructional classes for the pregnant woman and her partner that will instruct them in the entire aspect of pregnancy and delivery.

(NOTE: The classes may be held through the following agencies: Health care centers, Red Cross, hospitals, doctors' offices, County Health Dept., parenting organizations. The pregnant woman should check for the reliability and the cost. Topics to be discussed usually include the following: nutrition and fetal development, prenatal care, labor and delivery, physical preparation for labor, the normal newborn, and a tour of the hospital.)

F. Human Chorionic Gonadotropin (HCG) -- Hormones found in urine and used in testing for pregnancy.

(NOTE: Biologic pregnancy testing uses the hormone HCG that is present in the urine of the pregnant woman and injects it into laboratory animals (frogs, mice, or rabbits). A positive test for pregnancy occurs when the animal dies. This procedure may take several days. Immunologic pregnancy testing uses the hormone HCG contained in the urine of the pregnant woman in a chemical test that will indicate results in a short time. This is the most common procedure.)

G Symptoms of pregnancy -- Signs to indicate pregnancy.

(NOTE: The pregnant woman may not experience any of these signs or she might experience any combination of them. They are as follows: missed regular menstrual period, breasts become tender and larger, may have nausea, frequent urination, nervous or easily upset, skin changes, gets sleepy or tired more easily.)

H. Medical exam -- Examination of the pregnant woman to determine her health in relation to pregnancy.

(NOTE: The examination will consist of the following: complete medical history, blood and urine tests, weight and height analysis, blood pressure and internal pelvic exam. The doctor will stress the importance or prenatal care in addition to prescribing prenatal vitamins. It is very important that the pregnant woman go to the doctor as soon as she thinks she is pregnant. It will not cost more money to begin care at the beginning of the pregnancy.)

I. High risk pregnancy -- When the pregnancy is determined by the doctor to require special care.

(NOTE: When the pregnant woman is over 35 or under 16, this is a high risk pregnancy. Other reasons are: Diabetes or hypertension, venereal disease, previous child with birth defect, a family genetic defect, a history of miscarriages, premature delivery or stillbirth.)

J. Maternity clothing -- Loose-fitting clothing worn during pregnancy which allows for proper fit without putting pressure on the abdomen.

(NOTE: Maternity clothing should fit well, be comfortable, and most important of all, look attractive. Undergarments are important too. Bras should provide good support and girdles can be worn to help support the abdomen. The pregnant woman should not wear garters or tight bands when wearing hose. Shoes should be low-heeled and provide good support.)

K. Thalidomide -- Drug taken by pregnant women in Europe that resulted in severe birth defects to their children.

L. Sexually transmitted disease (STD) -- Diseases passed from one person to another by direct sexual contact.

(NOTE: Gonorrhea, syphilis, and chlamydia are examples.)

M. Rubella -- Disease which may cause birth defect if contracted during the first trimester of pregnancy.

(NOTE: There is a 50% chance of a birth defect, because the disease passes directly to the fetus.)

N. Toxoplasmosis -- Disease contracted most commonly from emptying the cat litter box, eating rare meat, or digging in dirt that has been contaminated by cat litter.

(NOTE: Toxoplasmosis is found in 1 in 3000 pregnancies. Effects on fetus: mental retardation, hydrocephalus (water on the brain), cerebral palsy, seizures or convulsions or, destruction of the retina of the eye and cause blindness.)

O Diethylstilbestrol (DES) -- Prescribed drug used to treat problems in pregnancy such as bleeding and cramps, and to prevent miscarriages.

(NOTE: A Harvard study found an unusually high incidence of vaginal cancer in young women whose mothers had been treated with the drug; used in the 1950's and 60's.)

Information Sheet (Continued)

P. Tetracycline -- Prescribed drug that causes a permanent brown stain on the teeth of the unborn when taken by the pregnant woman.

Q Antibiotics -- Prescribed drugs that can affect the inner ears and kidneys of the unborn child when taken by the pregnant woman.

R. Barbiturates and tranquilizers -- Prescribed drugs that may cause depressed or slowed respiration in the unborn child when taken by the pregnant woman.

(NOTE: The fetus may stop breathing which causes brain damage.)

S. Ultrasound -- Measures the reflected sound waves generated by a high frequency transmitter and converts those signals electrically to a corresponding image on a television monitor.

(NOTE: From this a polaroid picture may be taken. The monitor is marked with a calibrated grid allowing the operator to measure the size of the fetal brain and determine precisely the number of weeks until term.)

T. Sonography -- Uses sound waves instead of light waves to see structures within our bodies.

(NOTE: This procedure tells the doctor exactly where the baby and the placenta are located. It helps identify certain abnormalities of placental growth and location. It is invaluable in improving the safety of amniocentesis. Without sonography, the surgeon does not know exactly where to put the amniocentesis needle and he might hit the umbilical cord or parts of the placenta which can prove fatal to the baby.)

U. Amniocentesis -- Procedure that withdraws amniotic fluid directly through the mother's abdominal wall to carry out special diagnostic tests.

(NOTE: The cells from the fluid or the fluid itself is analyzed. The test can detect all known chromosomal abnormalities and more than 70 metabolic disorders. In late pregnancy, fetal maturity can be determined when there is an indication for caesarean section or induction of labor. The procedure is done on an outpatient basis.)

V. Chromosomes -- Small rod-shaped bodies present in cells which contain hereditary factors.

W. Multiple births -- More than one infant born during one delivery.
(NOTE: This results when more than one egg is released from the ovaries in one menstrual cycle or when more than one individual develops from a single egg.)

II. Criteria for selecting medical services

A. What reliable choice in medical assistance are available within reasonable commuting distance?

Information Sheet (Continued)

1. Group practice or individual doctor
    a. General practitioner
    b. Obstetrician

2. Midwife

3. Hospital

B. What medical arrangements do we feel are most important to us?

C. How will we manage to get the desired medical services?
    1. Hospital
    2. Community groups and organizations

III. Availability of pre-parenting education

A. Hospital

B. Community groups and organizations

IV. Maternal changes

A. Early signs of pregnancy

B. Medical examination

C. Pregnancy testing
    1. Immunologic
    2. Biologic

D. Mental health

E. Maternity clothing

V. High-risk pregnancy

A. Age

B. Physical condition

C. Already had a child with a birth defect

D. Genetic defect in family

E. History of miscarriages, premature delivery or stillbirth

Information Sheet (Continued)

VI. Paternal changes

- A. Increased concern for growth of fetus and general well-being of mother.
- B. Participation in decision regarding medical care and management details
- C. Increased contribution to household maintenance tasks

VIII. Selection of baby goods

- A. Layette
  1. What is essential
  2. When to buy
  3. Federal guidelines on flammability standards for clothing
- B. Equipment
  1. Cribs
     - a. Paint
     - b. Distance between slats
     - c. Distance between mattress and edge of bed
  2. Strollers
     - a. Umbrella
     - b. Conventional
  3. Infant Carrier
  4. Changing table
  5. Car seats
     (NOTE: Auto accidents are the leading cause of death of children. When a child reaches 24 inches in height, a regular seat belt can be worn. Some state laws require children to be in a car seat or a ticket will be given.)
  6. High chairs
     (NOTE: 7,000 children are injured annually.)
  7. Play yards
     - a. Wooden
     - b. Metal
  8. Equipment for bathing

VIII. Prenatal Nutrition

- A. Unmistakable link between poor nutrition and low birth weight

Information Sheet (Continued)

B. Affects mental and physical growth of the unborn child for a lifetime

C. Recommended weight gain of mother is 22 to 27 pounds

IX. Effects of drugs, illnesses, and environment

A. Prescribed drugs

1. Thalidomide
    a. Causes phocomelia (flipperlike arms and legs)

2. Diethylstilbestrol (DES)

3. Tetracycline

4. Barbiturates and tranquilizers

5. Antibiotics

B. Non-prescribed drugs

1. Aspirin
    a. Can cause bleeding, especially before birth because infant can suffer severe bleeding.
    b. Animal studies have indicated the following results:
        1. Higher incidence of cleft palate, cleft lip, brain abnormalities, shriveled limbs, growth retardation, eye deformities, and digestive tract malformations.
        2. 80% of all drugs contain aspirin.....read labels.

2. Antacids (Tums, Rolaids, Maalox, Gelusil, Alka Seltzer, Pepto Bismol)
    a. A higher rate of birth defects found when the pregnant woman uses these frequently.

3. Cough remedies
    a. Some contain aspirin and high levels of other harmful drugs and result in a higher rate of birth defects.

4. Sinus medications and cold remedies
    a. Studies are being done on these drugs and results are unknown.

5. Menedryl (commonly used in motion sickness)

6. Suppositories (directly absorbed by rectal tissues)

7. Tranquilizers

8. Excessive over-dosage of vitamins (fat soluble A-D-E-K)

Information Sheet (Continued)

(NOTE: The pregnant woman should avoid all medications except those prescribed by her physician during this pregnancy. When medications are prescribed, the patient should ask enough questions to feel confident that both she and the doctor are alert to potential side effects of the medication for both mother and baby.)

C. Illnesses

1. Sexually transmitted diseases (STD)
   a. Gonorrhea
   (NOTE: Contracted from mother as newborn passes through the birth canal during delivery. The bacteria can destroy the baby's vision unless drops are placed in the eyes. If not treated, gonorrheal conjunctivitis will occur. This is a severe inflammation of the eye which produces rapid ulceration and perforation of the cornea and can leave scars which can lead to blindness.)

   b. Herpes
   (NOTE: Infants contract herpes simplex 2 when they pass through the birth canal during delivery. There is no cure for a child born with the disease. Some doctors believe the herpes virus crosses the placenta to the unborn baby. There is much controversy about this incurable disease.)

   c. Syphilis
   (NOTE: Maternal syphilis can cross the placenta and infect the fetus after about the 18th week of pregnancy. If the disease is detected early and treated with penicillin and cured, the disease does not affect the unborn baby. Later treatment can cure the mother but the child has already been affected. This is the most dangerous STD because it can cross the placenta directly to the infant. If the infant has not been treated, the following can result: stillborn, covered with blistery sores, badly crippled due to bone damage, anemia, enlargement of the liver and spleen, pneumonia or meningitis, kidney disease, heart defects, deformed joints or other organs, mental retardation, facial distortion, deafness, blindness, or any combination of these.)

2. Rubella

3. Toxoplasmosis

4. Toxemia and Rh factor

D. Environmental effects
1. Marijuana
   a. The effects on pregnancy unknown.

2. Narcotics
   a. Baby born addicted to the drug and exhibits withdrawal.

Information Sheet (Continued)

3. L.S.D.
    a. Chromosome and gene damage.

4. Food additives
    a. Can cause hyperactivity.

5. Smoking (more than 10 cigarettes daily)
    a. Increases rate of miscarriage and/or premature births.
    b. Results in smaller babies.
    c. Likely increase of birth defects including cleft lip and palate and congenital heart defects.
    d. British scientists found that children at age 7 and 11 were shorter and intellectually slower at math and reading when compared with offsprings in non-smoking women.

6. Caffeine (coffee, cola products, tea, chocolate, etc.)
    a. Powerful effects on nervous system.
    b. Markedly alters fetal development and contributes to birth defects.

7. Radiation
    a. Can cause gene mutations (minute changes that may alter a gene or produce a new chromosome).
    b. Can cause the following when it occurs between the 2nd and 6th week of pregnancy:
        1. Mental deficiency, defects in coordination, Down's Syndrome (Mongoloidism), Spina Bifida, skill malformations, ossifications, defects of head, cleft palate, blindness, ear deformities, club feet, and genital deformities.

    (NOTE: The pregnant woman should avoid dental and medical X-rays during pregnancy as well as other forms of radiation.)

8. Alcohol
    a. Infants born to women addicted to alcohol are addicted.
    b. Five beers to a half pint of whiskey per day may produce a variety of birth defects including heart, facial, arm and leg malformation.
    c. Fetal Alcohol Syndrome
        1. Born small and never catch up
        2. Smaller heads and upper jaws
        3. Smaller eye openings and low IQ (about 70-80)
        4. Slow motor development and social development
        5. Joint distortions, heart defects and hand abnormalities

9. Aerosol sprays
    a. Insecticides and weed killer absorbed through the skin
    b. Turpentine and paint fumes dangerous when inhaled
    c. Oven and drain cleaners dangerous when inhaled
    d. Pregnant women exposed to aerosol sprays have higher rate of birth defects

Information Sheet (Continued)

10. Cosmetics and hair dyes

11. Chemicals

12. Emotions

    (NOTE: During times of stress, the body of a pregnant woman secretes a hormone, hydrocortisone, in larger than normal amounts which can cause cleft palate or harelip.)

X. Attitude toward the unborn

- A. Facts and fallacies of pregnancy

- B. Family acceptance -- bonding

  1. Mother and Father

  2. Brothers and sisters (siblings)
     - a. Now allowed to witness actual birth in some hospitals
     - b. Now allowed to spend time with the new baby directly after birth
     - c. Now allowed to visit mother during her hospital stay
     - d. Some hospitals have special educational programs for siblings

  3. Relatives

XI. Fetal development (Activity 2 handout)

- A. First month

  1. Development (Activity 2 handout)

  2. Placenta
     - a. Diffusion network
       1. Gases, chemicals, nutrients, waste products, and drugs
     - b. Functions as the blood circulation for embryo
     - c. Functions as lung, kidney, liver, and digestive tract for embryo

  3. Umbilical cord
     - a. Contains two arteries and one vein
     - b. Will not kink or knot from the pressure of blood circulation through it.
     - c. 1 foot and 8 inches long is the average length at birth

  4. Amniotic fluid
     - a. Constantly renewed
     - b. Excellent shock support to protect embryo
     - c. Contains substances necessary for future function of lungs

Information Sheet (Continued)

B. Second Month

1. Development (Activity 2 handout)

2. Embryo becomes a fetus at 8 weeks because everything in a human has already been established.

C. Third Month

1. Development (Activity 2 handout)

2. Warning signals of miscarriage -- bring to attention of doctor immediately if they occur:
    a. Vaginal bleeding
    b. Severe or continuous vomiting
    c. Swelling of hands, face, and feet in a severe manner
    d. Blurred vision
    e. Difference in amount of urine passed
    f. Chills and fever
    g. Pain or burning when urine is passed
    h. Sharp and continuous abdominal pain
    i. Sudden gush of water from vagina

CONTINUATION OF DEVELOPMENT ON ACTIVITY 2 HANDOUT

XIII. Multiple fetuses

A. Occurrence
1. Birth usually occurs at 37 weeks instead of 40 weeks
2. 50% of multiple births weight less than 5 pounds
3. Twins occur once in every 84 births
4. Identical twins occur once in 250 births
5. Heredity affects multiple births
(NOTE: Multiple births occur more frequently with Black race.)

B. Prenatal care in multiple births
1. No smoking; it affects birth weight which is critical
2. Extra iron supplements and vitamins prescribed
3. No sexual intercourse because it can cause uterine contractions
4. Intake of protein increased
5. Daily rest periods
(NOTE: This allows the placenta to increase the nutrient flow and provide a more efficient method of waste removal.)

Information Sheet (Continued)

- C. Guidelines for coping
    1. Do not be afraid to ask for help.
    2. Put the babies on the same schedule.
    3. Do not neglect other brothers or sisters.
    4. Take time for yourself, your significant other.
    5. Simplify housework and shopping.
    6. Find another mother of twins with whom you can share problems and solutions.
    7. Record each first in their books as diligently as other children.
    8. Take time to appreciate your wonderful double blessing.
    9. You may often wish there were two of you but never one of them.

XIII. Signs of approaching delivery

- A. Spurt of energy
- B. Cervix ripens and turns out
- C. Increased vaginal secretions
- D. Backache
- E. Braxton-Hicks contractions
- F. Weight stabilizes
- G. Diarrhea
- H. Rupture of membranes or bag of water

XIV. Ways parents can share pregnancy and childbirth

- A. Share decisions about medical services
- B. Read reliable material on pregnancy and birth
- C. Attend pre-parenting classes
- D. Do household tasks

Activity 1

Name ______________________________
____

PRETEST - VOCABULARY OF PREGNANCY & CHILDBIRTH

Directions: Match words in column **A** with definitions from column **B**.

A

______ 1. Afterbirth
______ 2. Delivery
______ 3. Stillborn
______ 4. Quickening
______ 5. Episiotomy
______ 6. Labor Pains
______ 7. Multipara
______ 8. Primipara
______ 9. Amniotic Sac
______ 10. Contractions
______ 11. Premature
______ 12. Multiple Birth
______ 13. Labor
______ 14. False Labor
______ 15. Analgesic
______ 16. Caesarian Section
______ 17. Natural Childbirth
______ 18. Postpartum
______ 19. Forceps
______ 20. Induced Labor
______ 21. Perineum
______ 22. Neonatal
______ 23. Breech Birth
______ 24. Bag of Waters
______ 25. Birth Canal
______ 26. Anesthetic

B

A. Act of giving birth
B. A woman who has given birth once
C. An infant born dead
D. Process during which the unborn baby begins to emerge from the uterus and descend into the birth canal
E. A drug that lessens the sensation of pain
F. The surgical incision of the muscular tissue between the vagina and the anus
G. A woman who has given birth two or more times
H. The first noticeable movements of the unborn baby
I. A baby born anytime from the 28th to the 36th week of pregnancy or weighing 5 pounds or less at birth
J. Labor started by the physician through the use of chemical or mechanical aids
K. Regular muscular spasms of the uterus that signal impending labor
L. A drug given by inhalation, by mouth, or by injection that causes complete loss of pain in a specific area or complete unconsciousness
M. Irregular abdominal spasms that resemble true contractions but are not accompanied by other signs of approaching delivery
N. Two or more children delivered at the same time by one mother
O. After the delivery
P. An instrument sometimes used late in delivery to grasp the baby, usually by the head, so that it can be assisted through the birth canal
Q. Birth of a baby through surgical means through the abdomen and uterus
R. Special techniques of breathing and relaxation during delivery that reduces the need for medication
S. In the female, the tissue between the vagina and the anus
T. A thin, transparent sac in which the unborn baby and the protective fluid around it are enclosed
U. Placenta, amniotic sac which is expelled from the uterus soon after delivery
V. Pertaining to the first 4 weeks of life
W. Canal extending from the external bodily opening to the cervix through which the baby passes during a normal birth
X. Birth of a baby with buttocks or feet first

Activity 1 (Continued)

Name ______________________________

____

PRETEST - VOCABULARY OF PRENATAL DEVELOPMENT

Directions: Match words in column **A** with description in column **B**.

A

______ 1. Abortion
______ 2. A-Z Test
______ 3. Conception
______ 4. Due Date
______ 5. Eclampsia
______ 6. Ectopic pregnancy
______ 7. Embryo
______ 8. Endocrine
______ 9. Endometrium
______10. Estrogen
______11. Fallopian Tubes
______12. Fertility
______13. Fetus
______14. Genital
______15. Infertility
______16. Miscarriage
______17. Morning Sickness
______18. Natal
______19. Obstetrics
______20. Ovary
______21. Ovum
______22. Placenta
______23. Pregnancy
______24. Prenatal
______25. Progesterone
______26. Rabbit Test
______27. Rh Factor
______28. Sperm
______29. Sterility
______30. Toxemia
______31. Trimester
______32. Tubal Pregnancy
______33. Umbilical Cord
______34. Uterus
______35. Vagina
______36. Vulva

B

A. A popular term for spontaneous abortion
B. A property of blood cells found in 85% of human beings
C. Growth of the fertilized egg anywhere outside its normal place in the uterus
D. Birth of a fetus or embryo before it is able to survive
E. The unborn child during the first 2 months of gestation
F. Nausea or vomiting that may occur during the first 3 months
G. The numerous fertilizing cells emitted by the male during intercourse
H. Laboratory test of a patient's urine to determine pregnancy
I. The approximate date of the baby's birth, normally about 280 days (or about 9 months plus 7 days) from the first day of the last menstrual period
J. Inability to have offspring
K. The hormone that prepares the uterus for reception and development of a fertilized egg
L. The external female genital organs
M. The canal extending from the external bodily opening to the cervix through which the baby passes during a normal birth
N. Before birth
O. Referring to the organs involved in generation or reproduction
P. The union of sperm from the male and egg from the female which results in pregnancy; also called fertilization
Q. Organs that secrete substances called hormones into the body
R. Referring to birth
S. Inability to have offspring
T. A series of illnesses late in pregnancy characterized by rapid weight gain, increasing blood pressure, severe headaches and occasionally eclampsia
U. The mucus membrane lining the uterus
V. A hormone secreted by the ovaries that is largely responsible for feminine body characteristics and for changes in the uterus associated with menstruation and pregnancy

(Continued)

Activity 1 (Continued)

W. The branch of medicine dealing with pregnancy and childbirth
X. Three month time period
Y. A hollow pear-shaped heavily muscled organ in the lower abdomen in which the unborn baby develops
Z. A tubelike structure that carries oxygen and nourishment from the placenta to the fetus and waste products from the fetus to the mother.
Aa Two ducts, each 33 to 5 inches long, that carry eggs from the ovaries to the uterus. Fertilization of an egg by the sperm usually takes place within one of these tubes.
Bb One of a pair of almond-sized female organs that produce ova and female hormones
Cc An unborn baby after the second month of gestation
Dd An oval spongy structure that forms the wall of the uterus during pregnancy for the purpose of passing oxygen and nourishment from the mother to the fetus and waste products from the fetus via the umbilical cord.
Ee An egg cell. The human egg, when fertilized by a sperm, develops from 1/125 of an inch in diameter to a baby
Ff The capacity to produce offsprings
Gg The condition of having a developing embryo or fetus in the body

Activity 2

Name ______________________________
____

SUMMARY OF FETAL GROWTH & DEVELOPMENT DURING PREGNANCY

FETUS

FIRST MONTH

- About 1/4 to 1/2 inch long
- Heart starts to beat and circulate blood
- Heart, circulatory system & brain show most advanced development
- Digestive system, nerves, lungs, liver and muscles have begun
- Budding arms and legs
- Beginning eyes, ears and nose
- Brain and spinal cord developing

SECOND MONTH

- About 1 inch long; 1/30 ounce
- Eyes, ears, nose, lips and tongue developing
- Beginning arms, legs, elbows, knees, fingers and toes
- Umbilical cord present and connecting fetus to placenta
- Long bones and internal organs developing (liver producing blood cells)
- External sex organs present but not distinct.

THIRD MONTH

- About 3 inches long: about 1/2-1 ounce
- Heartbeat heard through stethoscope
- Hands, feet, fingers, toes and nails all distinct
- Eyelids fuse
- Beginning baby teeth
- Most bones have begun to develop
- Kidneys developing
- External sex organs begin to be definite
- Can kick and move wrists

MOTHER

FIRST MONTH

- Missed menstruation
- Nausea or morning sickness
- Frequent urination
- Sensation of swelling and tenderness of breasts
- Possible slight weight loss

SECOND MONTH

- Morning sickness and frequent urination may be at work but will soon subside
- Breasts enlarging
- Possible irregular contractions of uterus (painless; can occur at any time during pregnancy)
- Some vaginal spotting may occur
- Changes in sense of taste or smell
- Cravings for unusual foods

THIRD MONTH

- Morning sickness gone
- Possible facial hair growth (may occur in any month; disappears after pregnancy)
- Perspiration may increase
- Possible yellow, sticky secretion from breasts (colostrum)

Activity 2 (Continued)

FOURTH MONTH

- 6-7 inches long; about 4 ounces
- External sex organs now distinct
- Well-formed eyes, ears, nose, and mouth
- Bronchial tubes branching
- Muscles become active (weak kicks)
- Sweat glands appear

FOURTH MONTH

- Abdominal swelling ("showing")
- Heartburn; feeling of fullness or gas may occur (at various stages of pregnancy)

FIFTH MONTH

- About 10 inches long; 8-12 ounces
- Heart sounds may be heard
- Some hair on head; fine downy hair all over body
- Tonsils developed

FIFTH MONTH

- "Quickening" (movements of baby)
- Possible constipation (can occur in any month)
- Varicose veins, including hemorrhoids, may occur (at various stages of pregnancy)

SIXTH MONTH

- 12-14 inches; 1-1 1/2 pounds
- Skin red and wrinkled coated with "cheesy" covering
- Eyelashes and eyebrows well-formed
- Nostrils open

SIXTH MONTH

- Baby kicking harder
- Thick area of pigmentation below navel (linea nigra)
- Parts of baby can often be felt distinctly
- Possible groin pains, caused by stretching of ligaments

SEVENTH MONTH

- About 15 inches; 2 1/2 pounds
- Internal organs more completely developed
- Body "filling out"
- Eyelids open
- If born, could live

SEVENTH MONTH

- Possible hemorrhoids (more common in these later months)
- Possible backache, caused by muscle strain in sacroiliac region
- Occasionally tiny red marks on arms, face and shoulders, caused by normal pregnancy hormones
- "Stretch marks" (caused both by stretching and by normal hormonal effects on skin)

Activity 2 (Continued)

EIGHTH MONTH

- About 16 inches; 4 pounds
- Bones fully developed but soft and flexible
- If born, good chance to live

EIGHTH MONTH

- Possible muscle cramps, especially in legs, due to increased work load on thigh muscles
- Backache
- Possible swollen ankles at end of day
- Possible sleep interruption, caused by baby's movement and muscle cramps
- Flow of colostrum increasing slightly

NINTH MONTH

- About 19 inches; 6 pounds
- Hair on head becomes thicker and longer (downy body hair disappearing)
- Finger nails reach fingertips
- Skin now smooth

NINTH MONTH

- Possible shortness of breath, caused by enlarging baby pressing against diaphragm
- Possible vaginal discharge from congested tissue (clear, odorless, normal)
- Feet may ache, due to general softening of ligaments throughout the body, plus increased total body weight
- Increased pressure and aches in groin, back and abdomen

TENTH MONTH

- About 20 inches; 7 1/2 pounds
- Full term

TENTH MONTH

- Delivery

Activity 4

Name ______________________________

____

MENU GUIDE FOR PREGNANT WOMEN

BREAKFAST

1 slice of whole-grain or enriched bread

1 or 2 eggs

1 serving of fresh fruit -- (1 med orange - 4 oz. fruit juice)

1 serving of whole-grain cereal with milk

LUNCH

1/2 cup fruit

8 ounces of milk

2 slices of whole-grain or enriched bread

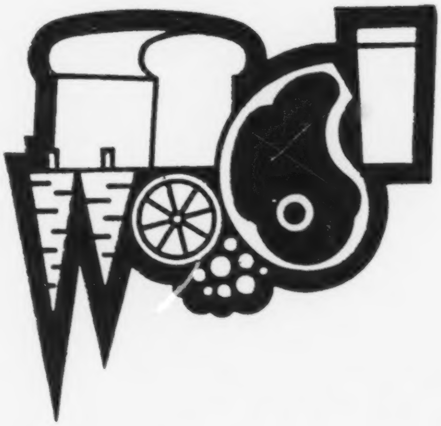
fresh salad

1/4 pound serving of meat, fish, or poultry

AFTERNOON SNACK

8 ounces of milk

fruit



DINNER

1 slice of whole-grain or enriched bread

salad

potato

1 serving meat, fish, or poultry

string beans, broccoli, or other green vegetable

ice cream, pudding, or other milk dessert

BEFORE BED

8 ounces of milk or an equivalent amount of cheese

ANSWER KEY

ACTIVITY 1

Pretest - Vocabulary of Pregnancy & Childhood

1. U
2. A
3. C
4. H
5. F
6. K
7. G
8. B
9. T
10. K
11. I
12. N
13. D
14. M
15. E
16. Q
17. R
18. O
19. P
20. J
21. S
22. V
23. X
24. T
25. W
26. L

ACTIVITY 1

Pretest - Vocabulary of Prenatal Development

1. D
2. H
3. P
4. I
5. T
6. C
7. E
8. Q
9. U
10. V
11. Aa
12. Ff
13. Cc
14. O
15. J & S
16. A
17. F
18. R
19. W
20. Bb
21. Ee
22. Dd
23. Gg
24. N
25. K
26. H
27. B
28. G
29. J & S
30. T
31. X
32. C
33. Z
34. Y
35. M
36. L

COURSE: Relationships

UNIT: Parenting

TOPIC: Conception, Pregnancy, Labor and Delivery

LESSON: Emotional Aspects:
-Male/Female
-Support

PROCESS SKILLS: The student will:

1. Determine the factors involved in conception, pregnancy, prenatal care, labor and delivery.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

1. Brainstorm a list of emotions experienced by mothers, fathers, and children during pregnancy. Read quotes from expectant parents and siblings and identify the conflicting emotions in each situation.

W/V/CT 2. Assign students to interview a male, female, and child about the feelings they experienced as they were (or are) about to become a sibling or parent. List these on the board under MALE - FEMALE - CHILD.

V/CT 3. Have class discussion on support sources available when all feelings are not the same (Dad - excited, Mom - fearful, Child - angry). Discuss implications on the family and society if these feelings are ignored.

V 4. Role play how individuals might behave in the following situations. Identify possible emotions and discuss possible support systems.

   a. Baby born with birth defect
   b. Female still looks pregnant after delivery
   c. Baby cries all night
   d. Mom unable to walk due to episiotomy
   e. Father feels left out/wife has little time for him
   f. Sibling(s) resent new baby

COURSE: Relationship

UNIT: Parenting

TOPIC: Adjustments to Parenting

LESSON: Financial/Emotional/Social/Physical

PROCESS SKILLS: The student will:

1. Examine adjustments to parenting.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

CT 1. Have students, in groups of two, pretend they have just had a baby (they can toss a coin to determine whether it's a boy or a girl). Have them create a hypothetical birth certificate (using an authentic one as a sample) and a birth announcement. Have each "parent" write down one thing they would wish for their child.

W/CT 2. "Parental Adjustments" handout. Have students draw from a hat one of the following situations then complete the handout accordingly. Have enough situations for each person in class (could do in pairs, also). Draw conclusions as a class when finished. Ask each person, "What have you learned about parenting today?"

a. single mother - unmarried
b. single father - unmarried
c. married couple
d. single mother - divorced or separated
e. single father - divorced or separated
f. homosexual couple

Discuss the parental aspects of adjustments necessary in each block, considering the financial, emotional, social, and physical circumstances.

W/CT 3. "Day to Day With Your Child - First Three Months" handout. Students answer questions regarding a child's first three months. Students could do this in pairs or in groups. They will need to use their own paper for this assignment and will need to do research to accurately answer the questions.

Activity 2

Name ______________________________

____

PARENTAL ADJUSTMENTS

Directions: With your partner, discuss and list at least eight (8) changes in each of the following categories:

Being a parent is a 24-hour a day job and will have a BIG effect on your other roles as spouse, employee, friend, and neighbor.

EMOTIONAL

1.
2.
3.
4.
5.
6.
7.
8.

PHYSICAL

1.
2.
3.
4.
5.
6.
7.
8.

FINANCIAL

1.
2.
3.
4.
5.
6.
7.
8.

SOCIAL

1.
2.
3.
4.
5.
6.
7.
8.

Activity 3

Name ______________________________

____

DAY TO DAY WITH YOUR CHILD - FIRST THREE MONTHS

Directions: Write the questions and answers to the questions, using complete sentences, on notebook paper. You will need to use various references to accurately answer the questions.

1. What are some of the apprehensions and frustrations new parents may face when a baby is brought home from the hospital?
2. Why are early cycles, rhythms, or schedules important for a baby?
3. How can a parent determine what a baby's patterns are and accommodate them?
4. When a baby is "fussy" is it a good idea to let him/her "cry it out." What do you think?
5. Holding a child lovingly will give him or her:
6. When an infant cries, what three things should you carefully check?
7. List five suggested activities you can perform to quiet a tired or fussy child.
8. What should you do if a baby cries so much that you become angry and resentful?
9. How can parents develop the skills to respond appropriately to a baby's different cries?
10. Why is consistent care and love especially important for the baby during the first three months?
11. Do older children in the family have an impact on setting up an infant's daily schedule? How?
12. Do you feel that a baby can detect your emotions? Can your emotions upset a child?

COURSE: Relationships

UNIT: Parenting

TOPIC: Caring for Children

LESSON: Basic Growth and Development

PROCESS SKILLS: The student will:

1. Examine developmental needs of children.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W 1. "Observation of a Child" handout. Answer the questions listed while observing a child.

2. "Steps of Development" handout. This handout could serve as a good pretest for child development.

W 3. "Growth Needs of Children." handout. Students answer questions relating to child development.

CT 4. Use "Child's Sensory Development" worksheet as a lesson plan.

Activity 1

Name____________________________
____

OBSERVATION OF A CHILD

Directions: Find a child under the age of five to observe for at least one hour. Try to find a time when he/she is playing and interacting with others.

Place of observation: ____________________________ **Date** ________________
Boy ______ **Girl** ______ **Age** ______ **Beginning time** ______ **Ending** ______

1. Can the child dress him/herself?
2. Does the child have trouble with zippers?
3. Compare the child to another child. How do they differ in looks and actions?
4. What did the child do to use large muscles?
5. What did the child do to use small fine muscles?
6. Watch the child for five minutes.

   How long was the child quiet?

   What were his movements?
7. Did the child play with others?

   What did they play?
8. What did the child ask for help with most often?
9. How did the child express his feelings of anger? Fear? Love?
10. What discipline did the child need?
11. Who gave the discipline?

    Explain the process of the discipline.
12. How did the child react to the discipline?
13. Did the child have any disagreements?

    How were they settled?

14. Does the child have firm muscles? Flabby muscles? Good Posture?

Activity 1 (Continued)

15. Are the child's movements graceful? Awkward? Slow? Quick?
16. Can the child climb? Run? Hop? Jump?
17. Describe one of the child's activities that depends on motor skills.
18. Describe the child's activity that depends on manipulative skills.
19. Can the child handle table utensils?
20. What physical signs of being a "healthy" person does this child have?

In the space below, write what you learned from observing this child.

Activity 2

Name_______________________________

____

STEPS OF DEVELOPMENT

Directions: Place the letter next to each step of development under the age group when it usually begins to occur.

A. Begins to crawl

B. Climbs stairs

C. Pours own milk without spilling

D. Can think in symbols

E. Speaks first words

F. Waves "bye-bye" when told

G. Begins to reach for things

H. Is capable of high-level abstract thinking

I. Chooses friends selectively

J. Draws a circle

K. Rides a bike

L. Begins to imagine and make believe

M. Seeks an identity and permanent role in adult society

N. Is startled at loud noises

O. Can discuss, question, and argue

P. Engages in parallel play with a friend

Q. Exhibits negative behavior

R. Sits without help

S. Walks without help

T. Can be toilet-trained

U. Understands several words and simple phrases

V. Draws a house

W. Can build models and do handicrafts by themselves

X. Knows own name

Y. Plays jointly with friends

Z. Lifts head

NEWBORN 0-6 MONTHS	INFANT 7-12 MONTHS	TODDLER	PRE-SCHOOLER	SCHOOL-AGE	ADOLES-CENCE
1. ________	1. ________	1. ________	1. ________	1. ________	1. ________
2. ________	2. ________	2. ________	2. ________	2. ________	2. ________
3. ________	3. ________	3. ________	3. ________	3. ________	
4. ________	4. ________	4. ________	4. ________		
	5. ________	5. ________			
		6. ________			
		7. ________			
		8. ________			

Activity 3

Name______________________________
____

GROWTH NEEDS OF CHILDREN

Directions: Answer the following questions in the space provided.

1. Do all children follow the same physical growth patterns? Explain.

2. When do growth spurts occur in children?

3. Define motor development. How could success with motor skills make a child feel more positive about him/herself?

4. List as many things as you can in a child's daily activities that depend upon one or more of the 5 senses.

5. How would these 5 senses affect the child's intellectual development?

6. Define the work socialization in relation to the developing child?

7. How might a child's personality affect socialization?

8. Would a child be considered emotionally well-adjusted if he/she expressed only good emotions? Why or why not?

9. List as many characteristics of a healthy child as you can.

10. What are some common signs of ill health in a child?

11. What would be the advantage of overprotecting a child from danger?

12. What would be the disadvantage of overprotecting a child from danger?

13. How can parents provide the same sensations the child experienced before birth (post-uterine substitutes)?

Activity 4

CHILD'S SENSORY DEVELOPMENT
BRUNER CONCEPT ATTAINMENT MODEL

Introduction: One area in a child's sensory development stage is identifying textures with hard surfaces. Through the identification process of various textures, a child becomes aware of textures that are hard.

Concept: Items that require touching will help develop the technique of identification of textures with hard surfaces. A variety of samples may be used in the selection process.

YES	NO
rock	cotton ball
glass	feather
wood	fur
book	kleenex

Phase I: Examples are presented to students. It is stated, some items are related to a concept or idea. Items will be touched.

Phase II: Students will test their attainment of the concept. Questions may be asked if necessary.

Which items belong together?
Why would you place a feather in the first group and a rock in the second group?
What other items could be placed into the group?

Phase III: Label or name each group of items that are similar.

Phase IV & V: What are some characteristics of the selected items?
How are the items in each group similar?

Phase VI: What conclusions can one come to?

Phase VII: Thinking about your conclusions of textures that are hard, can you think of other items that might be in this group?

Phase VIII: Explain how the texture feels on selected items.
What is texture?
What would happen if we change the environment of the pre-selected items?
Experiment: Put a rock in a glass of H_2O. Is the rock still hard?

Phase IX: What is used to decide whether an item is hard?
What might be considered in deciding whether an item is hard?

COURSE: Relationships

UNIT: Parenting

TOPIC: Caring for Children

LESSON: Parenting Responsibilities: Nurturing

PROCESS SKILLS: The student will:

1. Examine importance of caring for children and examine parenting skills needed to foster human development.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. "Some Practical Questions For You As Parents To Weigh" handout. Each student complete the form then with a partner see how compromises can be made for each area.

CT 2. In groups of two, have students complete the handout "Parenting With Your Partner." Through this process, students may realize the differences in parenting decisions.

3. Use Information section to discuss nurturing.

4. Using "My Body." Draw body with genitals - front and back views:
   - put (//////) diagonal lines where you are touched often.
   - Put XXX where you have been hit.

CT 5. Have students line up in a straight line. Give the directions "I am going to list a variety of parenting responsibilities. After each one, I want you to step forward if you feel they DO foster human development and step backwards if you feel they do NOT foster human development. Be prepared to defend your position. You cannot be neutral, you must move one way or the other."
   a. bedroom for each child
   b. new clothes for the children at Easter
   c. reading to the child on a regular basis
   d. hugs
   e. eye contact when speaking to child
   f. nutritious meals

g. cookies and milk after school
h. clean environment
i. letting child choose what clothes to wear
j. prayer before meals and at bedtime
k. requiring child to pick up toys
l. children doing dishes, taking out trash, cleaning own room
m. making sure children are in scouts/dance/baseball/swimming, etc.
n. going for walks together
o. making valentines together
p. having the latest "NIKE'S" for school

Have students explain what made them choose their position. Write on the board, Very Important - Moderately important - Not Important. After seated have students categorize all the situations. You could add to the list. Summarize by having students summarize what they learned.

INFORMATION SHEET
NURTURING SELF

- All human beings learn on two levels:
  1. Cognitive-Want to know facts, information (people only hang on to 10% of what they hear)

  2. Affective- gut feelings, incompetent in handling their feelings

  In a struggle, the cognitive wins because it can manipulate.

  Every single experience has cognitive and affective levels.

  Your response is your BEHAVIOR

- **SELF**

  How do you nurture yourself?

  What do you think of when you think about yourself? Winner? Loser? Your **self-concept** is thoughts you have about yourself.

  Self-esteem is how you feel about yourself. If you have a positive self-esteem, you will do better at every role.

  We act and behave how we see ourself.

  Burnout is forgetting self and just playing roles.

  Parenting is a process. Process leads to products.

  Nurturing is more feeling than thinking.

  Dysfunctional families have unrealistic/inappropriate expectations from children.

  Three kinds of touching:
  1. Hitting - hurting
  2. Scary - sexual touch or threat of hitting
  3. Nurturing - gentle touch

- **NEEDS OF HUMAN BEINGS**

1. Physical - food, touch, shelter, air, water, sanitation, stimulation, exercise, sex
   - What you can't have you want.

2. Emotional - love (give and receive), forgiveness, acceptance, adventure, fun, playfulness, anger
   - If you do not know your needs do not blame someone else if needs are not met. You need to tell them.

3. Social - identity (If peer group is more important, something is lacking in the family.)

Information Sheet (Continued)

4. Spiritual - To believe in power greater than self

5. Intellectual - stimulation, conversation, reading, TV, job, school

6. Creativity - expressing yourself verbally, body language, drawing, dancing, dress, and in writing

Behavior is dictated by their needs. We fear that if we provide all the needs, the child will become spoiled.

- **CORPORAL PUNISHMENT**

1. It exists because of the history of religion, cultural and personal beliefs.

2. People hit to:
   - to teach. Hitting is a gut response - not cognitive.
   - to punish. To avoid pain you will not do the behavior.
   - love. "You'll thank me for this some day. This hurts me more than you. This is for your own good." "You always hurt the one you love."
   - God - Supreme Being, "Spare the rod, spoil the child"

- **Discipline**

1. Sets standards
2. Promotes dependency - then guides them to autonomy

- **Why do we have kids?**

1. Carry on family name
2. Old age insurance
3. Companionship
4. Mirror image
5. Extension of love between two people
6. More?.......

50% of what we need to learn we learn between 0-5 years of age. "I will display with others what you display with me."

From birth to 18 years of age there are 157,680 hours of life. How can we make it quality time?

- **Everyone has power - we need to empower them**

1. Personal Power- Everyone has it; how emotionally capable of getting your needs met you are. Victims see themselves as powerless; they need to believe they have power.

2. Praise - You can't give it if you don't receive it. Praise yourself every day once for **being** and once for **doing.** (We all need 12 hugs a day just to maintain.)

Information Sheet (Continued)

3. Rewards - are more powerful than punishment. When you feel good about self - you do good and treat others well. When you feel bad about self you are defiant.

   Kids are already empowered. They promote an environment that empowers them more.

4. Kids want to please mom and dad. Set up reasonable standards that can be achieved and where kids can grow.

- **Discipline**

1. Discipline must be consistent. It is NOT okay to be inconsistent.

2. Rewards (if....then) are more powerful than punishment.

3. Focus on the feelings. "How are you feeling right now?"
   - Recognize feeling. Why is he feeling that way?
   - What experience happened?
   - What is the behavior? How do we know she is excited?
   - Only reinforce those that are cooperating.
4. Have fun

5. Honor desire - A happy child is easier to manage than angry child.

6. Power struggle - is when both people want it.

7. Redirect - Try another one (physical and verbal): "When can we get it?" "When would you like it?" "I really appreciated the way you acted."

8. Talking objects - Talking "pottie" - Talking genitals - Teen Prevention - ("Put that penis away.")

9. Voice - HOW you say it; babies just hear the song, not the cognitive.

10. Ignoring - Never ignore behavior that damages self, others and/or property.

11. Owning Bodies - Vagina/penis (have to OWN something to protect it).
    Body space-say NO - Radar - What's okay to talk about? What is appropriate behavior?

12. Saying NO - The ability and right to say NO helps in conceptual development.

Information Sheet (Continued)

- **Family rules**

DO'S

PUNISHMENT

1. Time out (age 4-5), use seldom
2. Being grounded to the house or to the yard but NEVER to their room.
3. Loss of privilege - if you misuse it you lose it.

DON'TS

REWARDS

Praise (preschoolers) touch, privileges, and objects. Can use $$$$ for adolescents, also touches.

NEVER CARRY PUNISHMENT TO THE NEXT DAY!!! START EACH DAY FRESH AND GET ON WITH LIFE!!!

4. Restitution - Pay for it by working it. (Negotiate how much, have him work it off (pay him for it) and then have him pay you back.
5. Disappointment - Use empathy building techniques. DO NOT lay guilt, but disappointment. Not on YOU but on your behavior. "I know next time you'll make a better choice;" then leave it alone.

- **Five common feelings**

1. Anxiety - what's going to happen, fear of the future, pain/loss
2. Hurt - present pain, right now (headaches/depression/anger/heavy)
3. Anger - past pain expressed which is healthy
4. Guilt - past pain unexpressed; really anger turned in
5. Depression - past pain unexpressed over long period of time, chronic

Activity 1

Name____________________________

____

SOME PRACTICAL QUESTIONS FOR YOU AS "PARENTS" TO WEIGH

Legal Guardian

Whom should you appoint in case something happens to you (grandparent(s) friend your brother, spouses sister)? How would you like the guardian to bring up your child?

Wills

Each parent should have one. What happens under the inheritance laws of your state when a parent or spouse dies without a will? How might this conflict with your wishes?

Further Education

Many parents would like their children to go to college, technical school, etc. It can be expensive. Do you want to pay the entire bill? If so, how will you save for this? If not, how much will you expect your child to contribute - and how?

How will having this/these child/children affect your life goals? Are children included in your life goals?

Activity 2

Name______________________________

____

PARENTING WITH YOUR PARTNER

Directions: With a partner, decide how you **both** will handle the following future situations?

BIRTH TO 6 YEARS

WORKING MOTHER:
HE:

SHE:

GRANDPARENTS' ROLES:
HE:

SHE:

DISCIPLINE:
HE:

SHE:

6 TO 12 YEARS

CHILD'S RESPONSIBILITIES AT HOME:
HE:

SHE:

RELIGIOUS TRAINING:
HE:

SHE:

ALLOWANCES:
HE:

SHE:

12 TO 18 YEARS

DATING RULES:
HE:

SHE:

SEX EDUCATION:
HE:

SHE:

CAR OWNERSHIP:
HE:

SHE:

Activity 3 Name ______________________________

____

MY BODY
TOUCH - EXAMPLE OF A STRATEGY

Directions: Draw your body, both front and back views, with genitals. Put diagonal lines (////) where you are touched often. Put XXX where you have been hit. On the back of this paper, answer the questions at the bottom of this page.

Go back - as far as you can remember:
- Identify hurting or scared touch.
- How old are some of these hurts? 3 days? 3 years? Forever?????
- Recall the hurt and try to feel it.
- Try to minimize your hurt by maximizing the positive experiences.

COURSE: Relationships

UNIT: Parenting

TOPIC: Caring for Children

LESSON: Parenting Responsibilities: Safety and Health

PROCESS SKILLS: The student will:

1. Examine parenting skills needed to foster human development.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

CT 1. Use the "Look-Alike Poisons For Children" activity to discuss the similarities of poisonous and nonpoisonous household products and the implications their similarities have on young children.

V/CT 2. "What Would You Do Now?" Divide class into groups. Cut apart situations and have students research and demonstrate their solutions to the situation. A follow up to this activity is to invite the school nurse to visit the class to answer students questions about health and safety with children.

3. Lecture from information sheet. Invite an American Red Cross representative to visit class to discuss the importance of becoming certified for infant and child CPR.

W 4. "Bringing Up Children" handout. Answer questions and discuss answers about caring for sick children.

W 5. "Feeding to Nourish and Love" handout. Discuss answers with emphasis on the eating habits of young children.

INFORMATION SHEET
PEDIATRIC BASIC LIFE SUPPORT

CPR - cardiopulmonary resuscitation

EMS - emergency medical services

BLS - basic life support

The major events that may necessitate resuscitation include:

1. injuries;
2. suffocation caused by foreign bodies (i.e. toys, foods, plastic covers, etc.);
3. smoke inhalation;
4. sudden infant death syndrome;
5. and infections, especially of the respiratory tract.

Injuries account for nearly 9,000 pediatric fatalities annually in the United States and represent approximately 44% of deaths in children between the ages of 1 and 14 years. Of these, 45% involve motor vehicles, 17% drowning, and 21% burns, firearms, and poisoning. In children under one year of age, 41% of accidental deaths involve poisons, suffocation, or motor vehicles.

Activity 1

Name______________________________

____

LOOK-ALIKE POISONS FOR CHILDREN

Bruner Concept Attainment

CONCEPT: Some nonpoisonous household items appear the same to children as some harmful, poisonous items.

GROUPING: From a grouping of objects, separate them into groups representing an idea or concept related to child care.

YES - NOT HARMFUL	**NO - HARMFUL**
lemon juice	lemon ammonia
powdered milk	detergent
gumballs	mothballs
shredded gum	chewing tobacco
drinking water	bleach
oatmeal	D-con

QUESTIONS: Why are the items grouped as they were?

What characteristic do they share?

What pairs exist?

What implication does this have in child care?

What if you were a four year old child; how would you use these items? What might you think they are?

Activity 2

WHAT WOULD YOU DO NOW?

Directions: Divide class into groups. Give each group one or two situations. Have them decide on a solution and demonstrate the solution to the class.

1. A child is choking.
2. A child burned him/herself; the skin is red.
3. A child fell and scraped his/her knee.
4. A child fell and hit his/her head.
5. A child is bitten by the neighbors dog.
6. The child complains of a tummy ache.
7. A child is bitten by an insect (bee, wasp, spider).
8. The child complains of something in his/her eye.
9. The child drops a glass and cuts his/her hand.
10. You suspect the child has swallowed poison.

Key: Contact most recent references on first aid and safety through local Red Cross Chapter or school nurse. It's good to have students research the problem and give accurate information in the demonstration while the rest of the class takes notes.

Activity 4

Name ______________________________

____

BRINGING UP CHILDREN
CARING FOR SICK CHILDREN

1. List symptoms in children that can alert parents of possible illness.

2. Describe three different methods that can be used at home to take a child's temperature. What precautions should be taken in each case?

3. What are the advantages of caring for a sick child at home?

4. What are some important considerations for parents before administering medicine or treatment to a child with a minor illness?

5. How can adults help children accept the fact they must take medicine or accept treatment when prescribed by a health care professional?

6. How can parents address the child's discomfort or fears?

7. Normal body temperature is _______?

8. How can a parent help reduce a child's fever?

9. How can a pill be given to a child under five years old who will not swallow it normally?

Source: Parents Magazine Films, Inc. 685 Third Ave., New York, NY. 10017.
(212)878-8700.

Activity 5

Name____________________________

____

FEEDING TO NOURISH AND LOVE
SOLID FOODS

1. (T-F) Nutritionists agree that there is nothing to be gained for the baby from starting solid foods before three months.

2. What determines when a baby should be started on solid food?

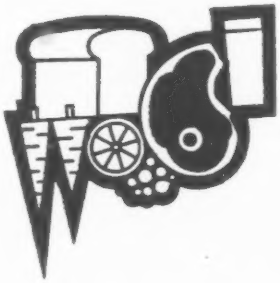
3. Explain how to begin feeding an infant cereal.

4. Why is it a good idea to introduce only one food at a time?

5. Give one reason for consulting your doctor before beginning a child on egg yolks.

6. When introducing solid foods, why is it a good idea to feed the child some milk first, then the solid food, followed by milk again?

7. What should you do when a child rejects certain foods?



8. Are a baby's preferences for certain foods similar to an adults?

9. How can teething affect the baby's feeding habits?

QUESTIONS FOR THOUGHT OR DISCUSSION:

1. What foods are generally introduced a week or two following the first cereals?

2. Describe a spoon that would be appropriate for the beginning of solid feedings. Why is this type preferred?

3. Describe how to prepare your own baby food.

4. Why do some babies dislike some commercial baby foods?

Source: Parents Magazine Films, Inc. 685 Third Ave., New York NY. 10017.
(212) 878-8700.

COURSE: Relationships

UNIT: Parenting

TOPIC: Caring for Children

LESSON: Parenting Responsibilities: Guidance and Discipline

PROCESS SKILLS: The student will:

1. Examine parenting skills needed to foster guidance and discipline.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

1. Lecture on "A to E" terms in information section.

V/CT 2. On the board, write "Never Use" and "Would Use." Ask the students to tell about discipline techniques they have seen people use which they feel they would "Never Use" and those techniques they feel they "Would Use." Once they are all written on the board, have students decide what the similarities are in each group. From those similarities, re-title the groups. (Possible titles are: "Parenting That Promotes Responsibility", "Parenting That Destroys Self Esteem.")

R/V 3. Using "In Praise of Praise" Choices article, have students read then follow with class discussion on ways to praise a child. Discuss whether students think spanking should be avoided. What are alternatives?

W/CT 4. "What Would You Do?" handout. Ask each student to respond to the questions then discuss as a class.

W/CT 5. Observe children and parents in disciplinary situations such as in a grocery store, mall, or other public place. Have students write a summary about the disciplinary situation they observed explaining their personal evaluation of the discipline technique used and what they may or may not have done differently.

INFORMATION SHEET
PARENTING METHODS

1. TERMS AND DEFINITIONS

A. Parenting Methods -- The process of disciplining and rearing children learned from personal experience with one's parents, society, professionals, and/or information gained from magazines, books, parent education classes.

B. Authoritarian -- is a parenting method in which the parent is "the boss," the defender, and rulemaker; the parents' word is law, not to be questioned and misconduct is punished.

C. Permissive -- is a parenting method which gives a child freedom of choice in his behavior and makes the child responsible for the behavior he chooses; discipline is lax.

D. Democratic -- is a parenting method in which the parents set limits and enforce rules, but they are also willing to listen to a child's requests and questions; freedom of expression for all individuals involved.

E. Discipline -- is a process of controlling a child's behavior so that he can conduct himself appropriately in the presence of others and to help him become an effective member of his family and society.

Have students distinguish between kinds of training patterns below by determining if it is Authoritarian, Permissive or Democratic.

1. Ignores questions.
2. Is characterized by a "hands-off" policy.
3. Stresses cooperative sharing and guidance.
4. Considers crying a signal of distress.
5. Begins with leaving baby alone when it cries to avoid "spoiling" it.
6. Answers questions honestly.
7. Sets few, if any, limits or boundaries for the child.
8. Gives increased trust, freedom, and responsibility to teens.
9. Bosses more as child grows older.
10. Lets child eat whatever and whenever he/she wants to.

Activity 3

Name______________________________

____

IN PRAISE OF PRAISE

If you want to discipline small children, it's better to speak than to spank.

You love kids, right? They're lots of fun, affectionate, and, oh so *adorable*. So when your mom tells you that Aunt Jean and Uncle Gene want you to babysit for little Rob, Daisy, and Todd while they're away next week, you're happy and yes, even honored, to lend a hand. After all, you're a good babysitter (you have a flawless record with sweet Sammy next door). And you could use the cash. "What a deal!" you think.

"*What an ordeal!*" you shriek, 24 hours later. Thanks to Slob—oh, you mean Rob—you're wearing pasta and tomato sauce. At least Slob—oh, Rob—had fun flinging his Spaghettios at the wall. "Too bad you were in the way," he apologizes.

Plus that *Lazy*—oh, you mean Daisy—refused to clean herself up, let alone her sty—oh, you mean room.

And take little Odd—oh, you mean Todd. Please, take him. His tantrums are horrendous.

Determined to stay calm, you do some thinking. How will you bring some discipline to this wild bunch?

You will, you finally decide, allow your small cousins to live. After all, you love kids . . . RIGHT? But getting them to behave looks, frankly, like a long battle.

You can't simply slug the little ones . . . RIGHT? Right. Giving some classic spankings might make *you* feel better but spankings usually humiliate children—and even spark a desire for revenge. Also, spankings teach children that violence is acceptable—that violence is the way grown-ups get what they want.

What to do? Arm yourself with *praise*. It can be a powerful weapon in the battle for good behavior. To learn more about the power of praise, *Choices* talked to Dr. Victoria Lavigne, a psychologist who teaches at Northwestern University Medical School.

Here's the theory: Children tend to repeat behavior that gets a response they want. They tend to give up behavior that gets an undesirable response.

So what response are children after? Usually, kids want attention—any attention—and they'll repeat any behavior that puts them in the spotlight. So if *good* behavior is noticed, rather than bad, and if it's praised, children will *enjoy* being well-behaved!

The praising process is called *positive reinforcement*. Here's how it works: When a child behaves well, reinforce the "goodness" by rewarding it. Rewards, of course, can take many forms. Simply by paying attention to good behavior (with a hug, for example), you will be showing a child the benefits of being good.

When good behavior replaces a particular problem behavior (for example, when Daisy finally takes a bath), give a more specific reward to help reinforce the change. (Perhaps you could surprise Daisy with a bottle of bubble bath.)

On the other hand, try giving *no* response to misbehavior that would normally place a child at the center of attention. Be consistent with this approach, and after a while the child will learn that his problem behavior won't get him the attention he seeks.

Of course, the key words there are "after a while." It's important (and not easy!) to be patient. Behavior doesn't change overnight.

What to do meanwhile? If you can't simply ignore a child's behavior, try a "time out." This disciplinary method combines praise and withdrawing attention. When a child misbehaves, you clearly state the wrongdoing (for example, "No throwing food!") and then "Time out!" Next you take the child to a chosen spot (put him on a certain chair, for example, or in his room) where he will stay to "cool off."

"Time out" shouldn't last long—about

ILLUSTRATION: BILL MAYER

BEST COPY AVAILABLE

Activity 3 (Continued)

four minutes for a four-year-old, five for a five-year-old, six for a six-year-old and so on. That's enough time to break up the bad behavior by removing the child from the "scene," and the center of attention. Important: When "time out" is over, you quickly find some praiseworthy behavior to reward.

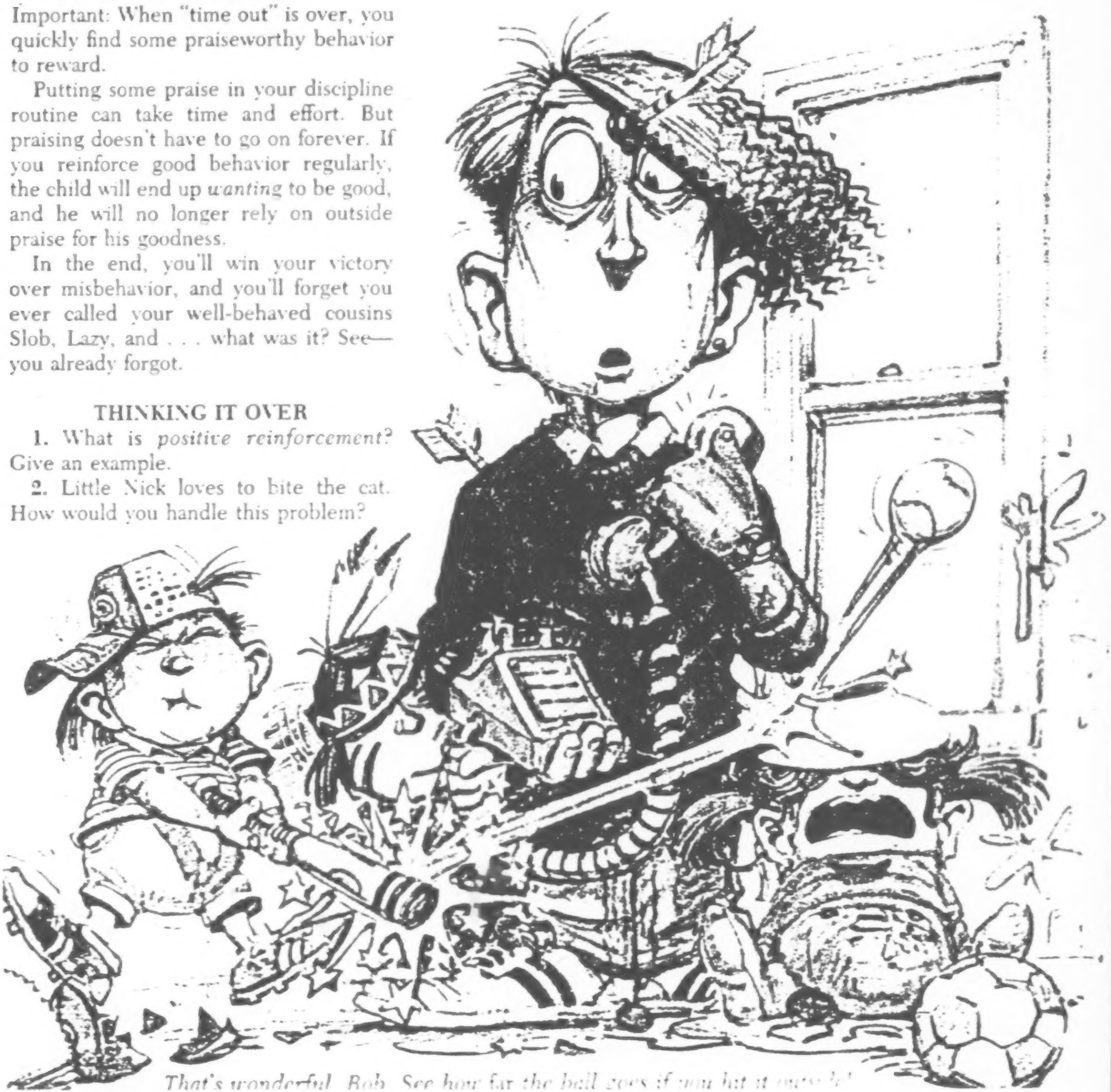
Putting some praise in your discipline routine can take time and effort. But praising doesn't have to go on forever. If you reinforce good behavior regularly, the child will end up *wanting* to be good, and he will no longer rely on outside praise for his goodness.

In the end, you'll win your victory over misbehavior, and you'll forget you ever called your well-behaved cousins Slob, Lazy, and . . . what was it? See—you already forgot.

THINKING IT OVER

1. What is *positive reinforcement*? Give an example.
2. Little Nick loves to bite the cat. How would you handle this problem?

Sometimes praise is hard to deliver. But in the long run, praise—loving attention delivered whenever children behave properly—produces children who behave well because they *want* to.



That's wonderful, Bob. See how far the ball goes if you hit it outside!

Source: Choices by Marlene Fogarty. p.18-19.

T COPY AVAILABL

Activity 4

Name____________________________

____

WHAT WOULD YOU DO?

Directions: Read each of the following situations and decide what techniques you might use for discipline.

Two-year-old who refuses to stop playing with an expensive stereo system.

Three-year-old who begins to cry when another child grabs a toy from him on the nursery playground.

Four-year-old who refuses to go to bed at bedtime.

Five-year-old who has punctured holes in the sofa arm with a pencil.

Twelve-year-old who refuses to answer parent about where he has been at 11:30 p.m.

Fourteen-year-old who sneaks out at night after bedtime to meet his girlfriend.

Fourteen-year-old who sneaks out at night after bedtime to meet her boyfriend.

COURSE: Relationships

UNIT: Parenting

TOPIC: Caring for Children

LESSON: Parenting Responsibilities: Education of Children

PROCESS SKILLS: The student will:

1. Examine parenting skills needed to foster human development.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

W/CT 1. Have the students complete "Education - Who Is Responsible?" Discuss with the students their feelings about a parent's responsibilities when it comes to their child's education.

2. Invite a counselor in to speak on the costs of education (secondary and post secondary).

Activity 1 Name ______________________________

____

EDUCATION - WHO IS RESPONSIBLE?

Directions: Read and complete the following questions dealing with a parent's responsibility to their child's education.

1. Describe your feelings about a parent's responsibility to their child's education. Answer the question completely.

2. Do you think some parent's can take too much responsibility in a child's education? Explain.

3. How responsible have your parent's been in your education? What will you do the same when you have children? What might you do differently?

4. What are your future educational plans? If you are going to attend a post-secondary education program, how will it be financed? Parent's? Yourself? What responsibilities do you feel your parent's have in your education after high school?

5. Besides financial responsibilities, what do you believe to be other areas of a child's education a parent should be concerned with?

6. Joey is misbehaving in class. What are the parent's responsibilities in this case?

7. Sara's mom or dad have never attended a parent teacher conference. Sara is in 4th grade and having trouble in school. What is the problem here?

Source: Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

COURSE: Relationships

UNIT: Parenting

TOPIC: Caring for Children

LESSON: Child Care Decisions: Shared Responsibilities

PROCESS SKILLS: The student will:

1. Explore the roles and responsibilities of parenting.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V/CT 1. "Child-Rearing Role Questionnaire" handout. Students interview parents on the given child-rearing roles. Students make child-rearing decisions about their future families.

Activity 1

Name______________________________

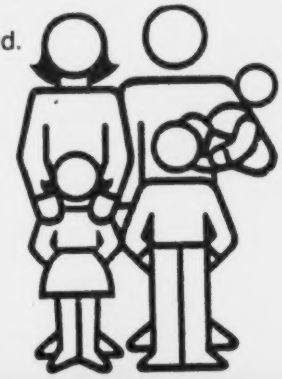
____

CHILD REARING ROLE QUESTIONNAIRE

Directions: Take this questionnaire home and discuss it with your parents. Decide which family members played these child-rearing roles when you and your siblings were younger than 12. Decide how you would like these roles to be handled in your future family. There are no right or wrong answers. This is simply a way for people to compare their role expectations.

M=Mother F=Father B=Both N=Neither

Own Family		Future Family
M F B N	1. Decide when to have a child.	M F B N
M F B N	2. Decide how and where to have a child.	M F B N
M F B N	3. Feed newborn baby.	M F B N
M F B N	4. Change diapers.	M F B N
M F B N	5. Do laundry for child(ren).	M F B N
M F B N	6. Feed other baby.	M F B N
M F B N	7. Put child(ren) to bed.	M F B N
M F B N	8. Give child(ren) bath.	M F B N
M F B N	9. Decide where child(ren) should go to school.	M F B N
M F B N	10. Discipline child who is misbehaving.	M F B N
M F B N	11. Establish behavior standards.	M F B N
M F B N	12. Teach child to talk.	M F B N
M F B N	13. Toilet train child.	M F B N
M F B N	14. Purchase clothing for preschool child.	M F B N
M F B N	15. Purchase clothing for elementary child.	M F B N
M F B N	16. See that child(ren) are well nourished.	M F B N
M F B N	17. Arrange for a babysitter.	M F B N
M F B N	18. Take children on outings.	M F B N



Activity 1 (Continued)

M F B N 19. Make sure child does homework. M F B N

M F B N 20. get to know child's friends. M F B N

M F B N 21. Participate in activities such as scouts. M F B N

M F B N 22. Explain about sex to a girl. M F B N

M F B N 23. Explain about sex to a boy. M F B N

M F B N 24. Arrange for lessons such as swimming, music, etc. M F B N

M F B N 25. Read bedtime stories. M F B N

M F B N 26. Establish child's household responsibilities. M F B N

M F B N 27. Establish allowance for child. M F B N

M F B N 28. Give allowance to child. M F B N

M F B N 29. Read books about parent education. M F B N

M F B N 30. Attend parent education courses. M F B N

M F B N 31. Care for sick child. M F B N

M F B N 32. Get up if a child needs someone in the night. M F B N

M F B N 33. Arrange for health care of the child. M F B N

M F B N 34. Set family rules. M F B N

M F B N 35. Evaluate when counseling might be needed. M F B N

M F B N 36. Attend parent/teacher conferences. M F B N

M F B N 37. Decide what to do when child gets in trouble. M F B N

M F B N 38. Teach child about religion. M F B N

M F B N 39. Provide for the support of the child. M F B N

M F B N 40. Supervise child's TV watching. M F B N

Source: Adapted from Tips and Topics in Home Economics, (1978) No. 3, p.5.

COURSE: Relationships

UNIT: Parenting

TOPIC: Caring for Children

LESSON: Child Care Decisions/Options

PROCESS SKILLS: The student will:

1. Explore child care options for working parents.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/V 1. Divide students into groups and have them research child care options through visitations, interviews and related literature.
Example options might include:
   a. Day Care Center
   b. In-Home Day Care
   c. Nanny Services
   d. Others

2. Good place to utilize FHA STAR event in "Child Care."

COURSE: Relationships

UNIT: Parenting

TOPIC: Caring for Children

LESSON: Child Care Decisions: Criteria For Selection of Caregivers
-Cost

PROCESS SKILLS: The student will:

1. Explore child care options for working parents and research costs related to child care.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V/CT 1. Invite guest speaker(s) to discuss the facilities at the child care center. Students ask questions which will be in response to the evaluation sheet. "Evaluating a Child Care Center."

R/V/W 2. Have students assigned to various child care centers in the community. They are to complete the worksheet "Evaluating a Child Care Center" during their visit. As a class compare reviews.

M 3. Using R-IV-D-3b-c, have student figure cost of day care in the various options for one child for one year.

Activity 1-2

Name ______________________________

____

EVALUATING A CHILD CARE CENTER

Directions: Finding good child care can cause much concern for those who are seeking child care for preschool children. Places that provide child care for preschool children include: child care centers, preschools, family day-care homes, Head Start Centers, and private homes. Use the checksheet below to evaluate a child care center for preschool children.

PART I

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
1. Is center's license displayed?			
2. Are conditions safe and sanitary? Are the furnishings child sized? Are the toys clean?			
3. Is the atmosphere comfortable and pleasant? Are there plenty of windows? Are the walls decorated?			
4. Is the child's health protected? Are there separate waste containers for dirty diapers? Are tissues available? Are children encouraged to wash before food is served? Is there a separate kitchen facility? Does the caregiver prepare food?			
5. Is menu posted? Is there enough food for seconds?			
6. Are the workers pleasant and respectful toward each other and the children? Do they use first names? Do they speak in a low voice? Do they smile? Do they speak to the children at eye level?			
7. Is there enough room indoors and outdoors for the children to play and work?			
8. Is the equipment sturdy, safe, and appropriate for various age ranges of children?			
9. Are materials and supplies well organized and arranged?			

Activity 1-2 (Continued)

10. Are emergency numbers by the telephone?

11. Are activities and experiences planned which meet needs of children?
    Music time?
    Story time?
    Arts and crafts?
    Physical exercise?
    Individual play?
    Dancing?
    Group games?

12. Is daily schedule of activities and experiences posted?
    Cooking area?
    Play kitchen?
    Finger painting?
    Water Play?
    Dress up?

13. Are parents involved in the program?
    Parent helpers?
    Parent conferences?
    Parent meetings?

14. Does the center work with the community to develop and maintain quality programs?
    Class trips?
    Fire Station?
    Library?
    Police station?

PART II

1. What are the rates per week or per hour for this type of child care?

2. Would you choose this child care alternative for your children? Why? Why Not

COURSE: Relationships

UNIT: Parenting

TOPIC: Caring for Children

LESSON: Child Care Decisions: Preadolescent Child Self-care

PROCESS SKILLS: The student will:

1. Analyze self-care techniques for the preadolescent child.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

W 1. Divide students into small groups. As a group, prepare a self-management test for a child who will have moderate periods of unsupervised time (Latch-Key child).

R 2. As a class, use "Self Management in the Home" to discuss with students what a preadolescent should know before he/she is left on their own.

Activity 2

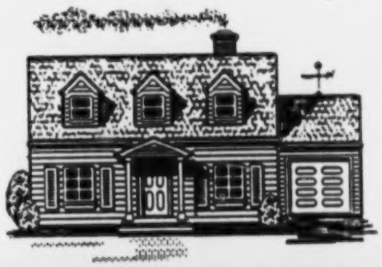
Name________________________________

____

SELF-MANAGEMENT IN THE HOME

Older school-age children need to acquire certain knowledge and skills before being permitted to manage for themselves in their homes. The following questions may be helpful in preparing children for moderate periods of unsupervised time.

1. Do they know where to quickly locate emergency phone numbers for the following?
    - police
    - fire
    - physician
    - neighbor
    - family, friend
    - father and mother at work
2. Have they practiced how to make an emergency call? Are they aware of what information to give and how to give it? Do they know what information not to give?
3. Do they know what to do if a stranger comes to the door and wants to enter?
4. Do they know what to do before leaving their home? Consider the following precautions:
    - lights out (or some on) depending on the family policy
    - pet care
    - where to leave the key
    - lock doors and windows
    - family policy on leaving notes
5. In case of a plumbing problem, do they know how to turn off the water?
6. Do they know what to do if an electrical fuse blows? Can they operate a circuit breaker?
7. In case of severe weather, do they know where to seek shelter and how to take precautions against extreme temperatures?
8. Are they responsible for handling knives and other sharp tools? Are they careful about medicines and poisons?
9. Do they know what to do in case of fire? Do they know the safest escape route?
10. Do they know how to find important places in the neighborhood?
    - drug store
    - fire station
    - grocery store
    - police station
    - church
    - library
    - dentist
    - physician
11. Do they know names of streets in the immediate area? Can they name and locate major streets leading to their neighborhood? Do they know the route number or proper name of their road or street?



Activity 2 (Continued)

12. If away from their neighborhood could they give clear directions to reach their home?

13. Are they aware of any dangerous areas in the neighborhood?
    - rivers
    - woods
    - sewers
    - empty or dangerous buildings

14. If a bus runs through the area are they aware of bus stops, schedules, and routes?

15. Do they know how to make proper responses to strangers who may offer gum, candy, and other enticements?

16. Do they know how to prepare foods for a simple meal or snack?

17. Are they aware of the importance of refrigeration and sanitation?

18. Can they follow simple written or oral directions?

19. Do they know safety principles for operating a stove, oven, or other appliance?

Activity 2 (Continued)

TROUBLED FAMILY

- Cold
- Extremely polite
- Bored
- Secrecy
- Little evidence of friendship
- Little joy in one another
- Tolerate one another
- Little hope
- Little care
- People avoid one another, rarely have much real contact with the family

NURTURING FAMILY

- Aliveness
- Genuineness
- Honesty
- Love
- Heart and soul present as well as the head listened to, would be interested in listening to other
- Consider other and would be considered
- Openly show affections, pain, disapproval
- Not afraid to take risks because everyone makes mistakes
- Everyone feels noticed, valued, loved.
- Happy - look at one another, not through one another, and not at the floor
- Peaceful quiet and not fear
- Sound of meaningful activity
- Each person knows that he will have a chance to be heard
- Touch one another, regardless of age
- Talk openly and listen with concern by being straight and real with each other
- Feel free to tell each other how they feel - disappointment, fear, hurt, anger, criticism, joy and achievement.
- Show evidence of planning
- Parents see themselves as leaders, not bosses

COURSE: Relationships

UNIT: Family

TOPIC: Family Concepts

LESSON: Family Traditions

PROCESS SKILLS: The student will:

1. Examine family traditions.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V 1. As a class, describe tradition. Then individually, using "Precious Memories" handout, have each student select one tradition they practice with their family. Identify the location, time of year and occasion. The student tells who is involved in this tradition, if special items are needed such as gifts, food, etc. and why this tradition is important to their family.

R/W/V 2. Use "Christmas Assignment" handout. Place students in groups of two. Each person is to complete question one. Then with partner answer question two.

R/W/V 3. Students read newspaper article on family folklore and complete one of the following activities:
   a. Demonstrate a family ritual to the class.
   b. Show and describe two family photographs and tell a "tale."
   c. Display a family heirloom and explain its significance.
   d. Tell about a family expression and what it means.

Activity 1

Name ______________________________

____

PRECIOUS MEMORIES

Directions: Traditions are customs and beliefs handed down from one generation to another. They can influence how people celebrate holidays, spend vacations, select food, and practice religious beliefs. Answer the following questions and prepare for discussion.

1. Describe the tradition.

2. Where and when would the tradition be practiced?

   Location?

   Special time of year?

   Occasion?

3. Who would be included in the tradition (relatives, friends, neighbors, others)?

4. What items would be needed (gifts, equipment, special food)?

5. Why does your group think this is a worthwhile tradition?

Source: Young Living Student Workbook, © 1990. p. 125. Reprinted permission of Glencoe Publishing a division of MacMillan/McGraw-Hill Publishing.

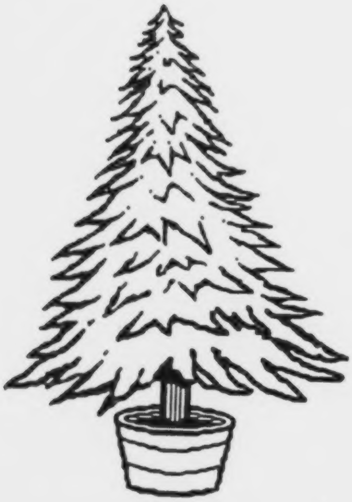
Activity 2

Name ______________________

CHRISTMAS ASSIGNMENT

1. Write down your own personal Christmas customs, if any, that you celebrate now. (For example: certain foods eaten, stockings for everyone, when you open gifts, do you go to a certain person's house for Christmas Eve or Christmas Day, religious activities, when you put up your tree or other customs.)

2. Now as roommates or husband/wife, how will you celebrate Christmas (or not celebrate)? Compromise may be needed!

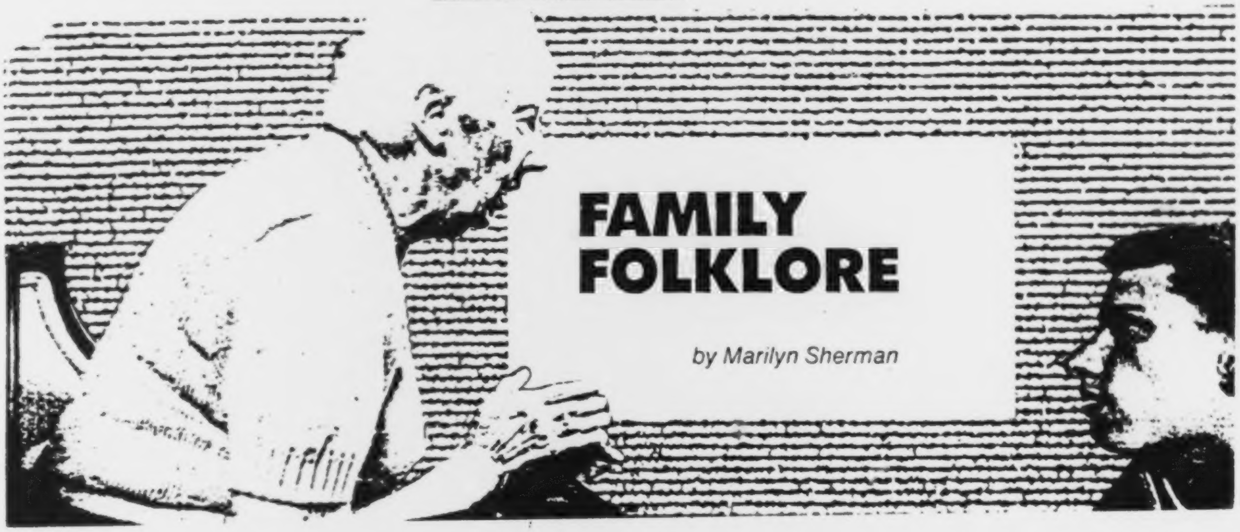


Activity 3

Name ______________________

____

FAMILY FOLKLORE



FAMILY FOLKLORE

by Marilyn Sherman

You've probably heard stories about Daniel Boone, the brave frontiersman; Jesse James, the notorious outlaw; or Betsy Ross, the clever patriot. Legends like these are told and retold in American folklore.

But have you ever heard legends about the brave, notorious, or clever figures in your very own family? Every family has unique characters—heroes and rascals, saints and survivors—that are part of its own special folklore.

Family folklore is the term for a family's shared cultural heritage that is passed from one generation to the next. In family folklore, as in any folklore, it doesn't matter if the stories are factually true. (Most of them probably have been pumped up over the years.) It also doesn't matter if they make sense. (Some family stories are totally illogical.) What matters is that the stories are ones that people in the family *believe*. These stories have meaning for them.

Tales to nail down identity

A primary function of family folklore is to define a family. By telling stories that show what it means to be a Green or a Garcia or a Goldstein, a family reinforces its specialness. Families define themselves with stories of "the Kelly luck" or "the Wagner temper," for example.

Many family stories express familial values. There may be stories that show family feelings about money, anger, illness, or politics. In one family, for instance, a favorite story about a stoic grandmother who refused medical treatment and overcame illness emphasizes the family's belief that they are healthy and strong. A tale about an ancestor who left a comfortable job to become a singer symbolizes an "artistic" family's values.

Family stories define not only who the family is, but also who individuals within the family are. Stories about colorful characters can be very entertaining. They also send the message that all types of people are accepted within the family group.

Amy Kotkin Warner, co-editor of *A Celebration of American Family Folklore: Tales and Traditions from the Smithsonian Collection,* lists the following most common character types found in family folklore:

- heroes
- survivors
- rogues
- innocents
- mischief-makers

Do any of your relatives fit these categories?

Stories that support us

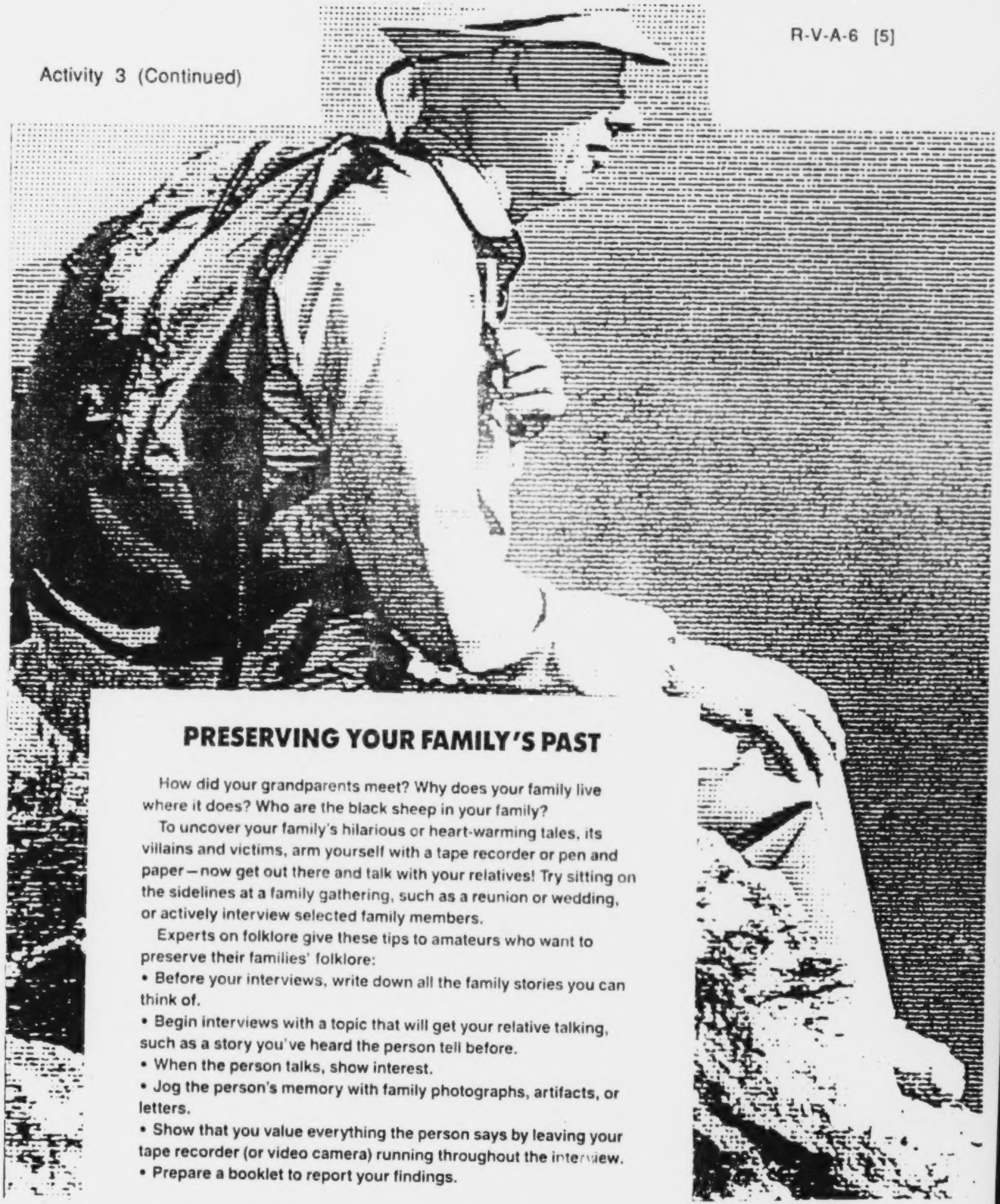
Educator Dolores Curran, who surveyed 500 family professionals about the traits of healthy families, says that one of the most important traits is "enjoying traditions." A family that embraces its legends, characters, history, and rituals creates a "lifelong base of love and support," notes Curran. John McDowell of Indiana University's Folklore Institute refers to family folklore as "a common reservoir of strength."

Experts say folklore can have these additional effects:

- *Make history interesting.* Hearing about your relatives' involvement in the Civil War or Vietnam, for instance, may help to make that period of history come alive.
- *Boost self-esteem.* Since family stories often show the family in a flattering way, they can make you feel good about yourself and provide inspiring role models.
- *Provide perspective.* When you hear your grandmother laugh about scrimping during the Depression or your mother joke about her lost loves, you realize that you too can get over tough times and laugh.

→

ST COPY AVAILA



PRESERVING YOUR FAMILY'S PAST

How did your grandparents meet? Why does your family live where it does? Who are the black sheep in your family?

To uncover your family's hilarious or heart-warming tales, its villains and victims, arm yourself with a tape recorder or pen and paper—now get out there and talk with your relatives! Try sitting on the sidelines at a family gathering, such as a reunion or wedding, or actively interview selected family members.

Experts on folklore give these tips to amateurs who want to preserve their families' folklore:

- Before your interviews, write down all the family stories you can think of.
- Begin interviews with a topic that will get your relative talking, such as a story you've heard the person tell before.
- When the person talks, show interest.
- Jog the person's memory with family photographs, artifacts, or letters.
- Show that you value everything the person says by leaving your tape recorder (or video camera) running throughout the interview.
- Prepare a booklet to report your findings.

Source: Current Consumer & Lifestudies. © 1990 by Field Publications.

ST COPY AVAILAB

Activity 2

sys-tem (sis'tem) *n.* **1.** A group of interacting, interrelated, or interdependent elements forming a complex whole. **2.** A functionally related group of elements, esp,: a. The human body regarded as a functional physiological unit. b. A group of physiologically complementary organs or parts; *The nervous system.* c. A group of interacting mechanical or electrical components. d. A network of structures and channels, as for communications, travel, or distribution. **3.** A structurally or anatomically related group of elements or parts. **4.** A set of interrelated ideas or principles. **5.** A social, economic, or political organizational form. **6.** A naturally occurring group of objects or phenomena: *The solar system.* **7.** A set of objects or phenomena grouped together for classification or analysis. **8.** The state or condition of harmonious, orderly interaction. **9.** A method; procedure. **10.** An organized society; establishment.

Activity 2b

Name ______________________
____

SUMMARY OF FAMILY SYSTEMS CONCEPTS

Directions: In your **class** "family" divide the following questions and the information to be used in understanding the concepts with each question among your family members. Each of you must read and take notes on the portion you are to teach to your other family members.

Once you are certain of your portion, explain it in your own words so that each family member understands and records the information clearly. The instructor will collect one completed sheet at random. You do not know which one will be collected and graded for a "family" grade. So please be certain that each person has a clear understanding and has the information correctly recorded. Think of ways that each of you can help each other to understand information and be certain to take the responsibility to help others.

Family System Concepts

1. Explain what is meant by systemic needs and record examples of these.
2. Explain the concept of interdependence in family systems.
3. Give an example of one part affecting another part in the system.
4. Determine some ways that dysfunctions of one person affect other persons.
5. Explain the concept of equilibrium (homeostasis).
6. Describe a situation where the system is dysfunctional and how one can tell. Describe a situation where the system is functional and how one can tell.
7. Explain the concept of family rules and some examples of family rules which you can think of. (Be sure you understand the two types.)
8. Explain the concept of family roles.

Activity 2b (Continued)

9. Explain how family roles may be healthy and unhealthy.

10. Explain the concept of boundaries.

11. Describe the various types of boundaries.

12. Explain the types of bonds which may occur between individuals.

UNHEALTHY ROLES

1. Describe the role of **HERO** and explain their inner feelings, what the role represents to the family, the problem of conflict area and what they may become if there is no change.

2. Describe the role of **SCAPEGOAT**, the inner feelings, what the role represents to family, the problem of conflict area, and what may be the outcome if help or change does not occur.

3. Describe the role of **LOST CHILD**, the inner feelings, what the role represents to family, the problem of conflict area, and what may be the outcome if help or change does not occur.

4. Describe the role of **MASCOT**, the inner feelings, what the role represents to family, the problem of conflict area, and what may be the outcome if help or change does not occur.

Activity 2b (Continued)

CONCLUSION - COMPLETE AS A "FAMILY"

Describe a healthy family (you may make up a fictional family or use one you know) by sketching, labeling and explaining the family system.

Describe an unhealthy family (make up a fictional family or use one you know) by sketching, labeling, and explaining the family system.

Activity 2c

Name ______________________

____

FAMILY SYSTEMS CONCEPTS PACKET

1. A family has its own **systemic needs.**
   A family needs a sense of:
   - worth
   - physical security or productivity
   - intimacy and relatedness
   - responsibility
   - challenge and stimulation
   - joy and affirmation
   - spiritual grounding
   - two key people (example: mother/father) committed to a basically healthy relationship

   Individuals have needs and as these family needs are met, individual needs are met. When the needs of the family are not met as a family an individual of the system may take on the sole task to fulfill that need. (We will understand more later.)

2. Each part of a system affects the other parts of the system. It's like when, as a child, I was in charge of feeding and watering the chickens. I soon learned that the hens did not lay when they did not have water and we did not have eggs for breakfast.

3. When one part of the system is sick (dysfunctional) the other parts of the system are sick (dysfunctional).
   Let us think of some dysfunctions in the family:
   - workaholic
   - alcoholic
   - rage-aholic etc.

4. The system attempts to be in its own balance or equilibrium to survive. This refers to the family needs in item one. Individuals shift back and forth in the parts they play in the family to keep it's equilibrium. Like any system, the system tries to survive.

5. Some systems are healthy **(functional)** and some are unhealthy (**dysfunctional**). When the needs are met appropriately and flexibly the system is more healthy. When individuals take on inappropriate tasks then the system is dysfunctional. Examples: workaholic; alcoholic; spiritual freak (the one who becomes an extremist in religion to give the family spirituality); parent/child role reversal (the child parents the parent, since the parent does not parent the child).

Activity 2c (Continued)

6. Families have **rules** - spoken **(overt)** or unspoken **(covert)**. These rules govern the system. They may be financial, household, celebrational, social, educational, emotional, sexual, parenting or other examples such as:
   - work hard and earn lots of money for a nice house
   - it's okay to be a slob
   - family birthdays are always celebrated with a party
   - every Friday we go out without the children
   - good grades are a priority
   - control ones feelings; it is not appropriate to show anger
   - no one sees Dad unclothed, but it is okay to see Mom undressed
   - it's okay to argue and whine at Mom, but not Dad

   Some rules are more healthy than others.

7. Each person has a **role** in the system. The roles may relate to how the rules are carried out. They relate to making the system work and again may be communicational, financial, household or emotional.

8. Roles may be chosen **(flexible)** or assigned **(rigid)**. In more healthy systems they may change as the ages of the children change, as Mom goes to work, as one has more time, or related to the abilities and interests of the individuals. Maybe Dad likes to cook, Mom hates it, so she cleans and does dishes. Maybe nine year old Tim's lost his best friend and he's a grouch for two weeks and so sister Susie, at ten, senses his loneliness and takes on much of a nurturing parent role.

9. Systems include **boundaries**. There are boundaries that separate the system from the rest of the world and there are boundaries between individuals or sets, such as there is a boundary between parents and children.

10. Some systems are open and some are closed. When boundaries are identifiable but they are open there can be information that crosses the boundary and is exchanged and taken into the system. When they are closed and rigid there are secrets and unhealthy exchanges of information (such as the closed alcoholic family that denies there is any problem and does not face it; or the closed religious family that does not allow the child to wear any makeup, go to school activities, watch TV, etc.).

11. There are different types of connections between individuals in the system. These connections may be referred to as **bonds.** At different times there are closer bonds with one parent and more distant ones with the other. There may be antagonistic, protective, overly-involved or enmeshed bonds. Some of these connections or bonds are healthy and some are unhealthy.

Activity 2c (Continued)

CHILDREN'S ROLES IN THE DYSFUNCTIONAL FAMILY

INNER FEELINGS	REPRESENTS TO FAMILY	PROBLEM AREA/CONFLICT
HERO		
inadequate driven fear guilt hurt responsible for family pain	self worth family can be proud	power and control; conditioned to be: right, super-responsible but would like to be: spontaneous, carefree
SCAPEGOAT		
hurt guilt rejection jealousy anger prejudged	takes focus off the problem	authority; conditioned to be: defiant, breaker of rules, angry/explosive but would like to be: restrained, purged of anger
LOST CHILD		
rejection hurt anxiety lonely unimportant	relief (don't have to worry about this child)	placement, doesn't fit in or belong; conditioned to be: detached but would like to be one who belongs
MASCOT		
fear anxiety insecurity unprepared	fun and humor (comic relief)	competence; conditioned to be: inept, taken care of by others but would like to be: self-sufficient, capable

Source: Developed by Carol Alford and Karen Blanco.

Activity 2c (Continued)

CHILDREN'S ROLE IN THE DYSFUNCTIONAL FAMILY

Without help may become	With help, may learn to
HERO	
workaholic, rigid, self-righteous "never wrong" attitude, unable to accept failure, overbearing, unable to relax or have fun	limit sense of responsibility, realistically accept failure, be a good leader, let up on self and others, relax, enjoy life more

HELP.....

1. Give attention at times when child is not achieving.
2. Validate personhood, separate person and his/her behavior.
3. Let child know it's okay to make a mistake.
4. Don't let child monopolize conversation or always be first.
5. Don't validate his/her worth by achievements.

Without help may become	With help, may learn to
SCAPEGOAT	
chronic troublemaker, irresponsible person, undisciplined lifestyle, prone to violent outbursts, crude and negative, incarcerated, (jail, prison)	accept responsibility, be self-disciplined, apply "rebel" characteristics to good causes, able to see reality, loyal friend/team member, restrain anger

HELP....

1. Let child know behavior is inappropriate.
2. Validate him/her taking responsibility for anything.
3. Recognize that he/she is a hurt child. Don't get hooked/angry, don't defend.
4. Set limits, give clear explanation of responsibilities, choices, consequences.
5. Consistently follow through with consequences.
6. Don't feel sorry for, treat special or give him/her your power.
7. Don't agree with complaints, or take behavior personally.

Activity 2c (Continued)

LOST CHILD

loner, withdrawn, few friends, mover from place to place, drifter from job to job, troubled by relationships and sexual identity problems, unable to make commitments, non-productive, disinterested in living or doing

be independent, but not alone, experience good relationships, apply creativity and imagination, commit self to people and situations, use talents to maximum benefit, use sensitivity to good advantage, enjoy life

HELP....

1. Take inventory; whose name can't you remember, who don't you know?
2. Try some contact; one to one, point out strengths, talents, creativity.
3. Try to pick up on their interests; use touch slowly.
4. Help child to build a relationship with one other child.
5. Build trust and confidence with small groups.
6. Don't let child get off hook by silence; wait until he/she gives answers.
7. Don't let another take care of child, answer or talk for them.

MASCOT

extremely dependent, compulsive attention-seeker, stuck, afraid to try new things, immature and impulsive shallow person, unable to handle stress

take care of self, try new things, broaden range of interests, have faith in own capabilities, overcome boredom and compulsive attention seeking, develop mature judgment, handle stress

HELP....

1. It is okay to get angry at mascot's behavior.
2. Try giving jobs in class with importance, value, and responsibility.
3. Hold mascot accountable.
4. Encourage responsible behavior.
5. Insist on eye contact.
6. Don't laugh at silly behavior.
7. Don't laugh with mascot or he/she won't take you seriously.

Source: Developed by Carol Alford and Karen Blanco.

Activity 2e

FAMILY SYSTEM CONCEPTS

* THE FAMILY IS A SYSTEM.

* A FAMILY HAS ITS OWN SYSTEMIC NEEDS.

* EACH PART OF THE SYSTEM IS INTERDEPENDENT OR INTERRELATED TO THE OTHER PARTS.

* WHEN ONE PART OF THE SYSTEM IS SICK (DYSFUNCTIONAL) THE OTHER PARTS OF THE SYSTEM ARE SICK (DYSFUNCTIONAL).

* KIDS MAY ACT OUT IN A DYSFUNCTIONAL FAMILY.

* THE SYSTEM ATTEMPTS TO BE IN ITS OWN BALANCE OR EQUILIBRIUM TO SURVIVE.

* SOME SYSTEMS ARE HEALTHY (FUNCTIONAL) AND SOME ARE UNHEALTHY (DYSFUNCTIONAL).

* FAMILIES HAVE RULES - SPOKEN (OVERT) OR UNSPOKEN (COVERT).

* EACH PERSON HAS A ROLE IN THE SYSTEM.

* SYSTEMS INCLUDE BOUNDARIES.

* SOME SYSTEMS ARE OPEN AND SOME ARE CLOSED.

* THERE ARE DIFFERENT TYPES OF CONNECTIONS BETWEEN INDIVIDUALS IN THE SYSTEM.

Activity 3

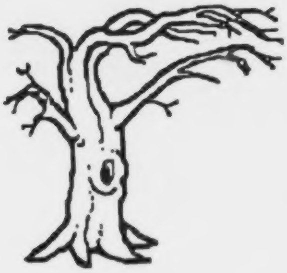
Name ______________________

____

FAMILY SYSTEMS CONCEPT/VOCABULARY

Directions: Match the vocabulary words in the left column with the definition in the right column.

______ 1. Family System
______ 2. Rules
______ 3. Boundaries
______ 4. Cohesion
______ 5. Disengaged
______ 6. Enmeshed
______ 7. Roles
______. 8. Defined
______ 9. Undefined
______10. Permeable
______11. Homeostasis
______12. Closed
______13. Dysfunctional
______14. Family secrets
______15. Disassociation
______16. Shame based
______17. Co-dependent
______18. Functional
______19. Addiction
______20. Compulsive behavior
______. 21. Entanglement



A. Understood norms & guidelines which are attitudinal: behavior or communicational.

B. Information kept private and within the family unit.

C. Refers to boundaries that are identified and understood.

D. Unit which attempts to meet its needs through the interrelationship of its members, each member is affected by everyone else in the unit.

E. Expected behavior and/or position.

F. A relationship one cannot get out of because neither person feels complete without the other.

G Refers to having a great deal of distance & separateness between individuals in the family (poor cohesion).

H. Refers to boundaries that are not distinct or understood.

I. Family members are overly entwined with each other & as a result give up their own ego boundaries and lose their own identity to maintain the family system.

J. Refers to the capacity to exchange information, energy, and input/output between the system and the outside across boundaries.

K. Failure to acknowledge and identify one's own feelings; when one is disconnected from his/her own body and emotions.

L. When the system does not allow information, energy and input from the outside.

M. Feeling inadequate and flawed as a human being; feeling wrong most of the time.

N. Demarcations that define and separate the subsystems; i.e. parents and children.

O. A person who has let another person's behavior affect him/her and who is obsessed with controlling that person's behavior.

P. Bonds between family members.

Q. Driven and out of control; life is no longer free or conscious choice.

R. Refers to the balance or equilibrium in the system.

S. Compulsive behavior that has life damaging consequences for relationships; involves mood altering experiences.

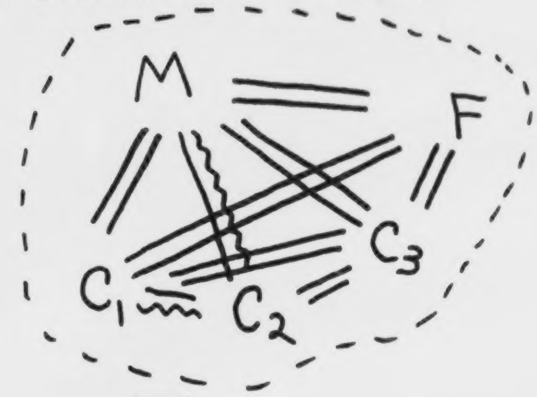
T. When maintaining the homeostasis of the system is **unhealthy** for the system or individuals in the system.

U. When maintaining the homeostasis of the system is **healthy** for the system or the individual in the system.

Activity 4

FUNCTIONAL/DYSFUNCTIONAL FAMILY SAMPLE DIAGRAMS

FUNCTIONAL FAMILY

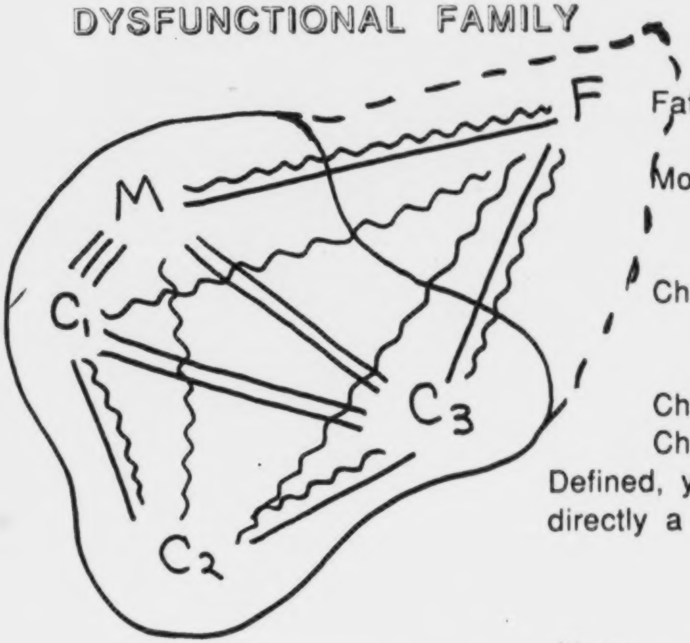


Mother/Father: Fairly strong secure relationship
Sibling rivalry between C1 and C2 - Girls 1 1/2 years apart in age
Defined and open boundary
Defined and secure boundary between parents and children.

KEY:

vvvvv	Some tension in relationship
______	Healthy give and take
======	Enmeshed - over involved
vvvvvv	Antagonistic relationship

DYSFUNCTIONAL FAMILY



Father: compulsive addictive behavior
Mother: Distanced relationship with husband, enmeshed with oldest son
Child 1: Good student, well behaved, surrogate husband and father
Child 2: In trouble a lot, rebel
Child 3: Passive, overweight
Defined, yet closed boundaries; father not directly a part of the system.

ANSWER KEY

ACTIVITY 3
Family System Concept/Vocabulary

1. D.
2. A.
3. N.
4. P
5. G
6. I
7. E
8. C
9. H
10. J
11. R
12. L
13. T
14. B
15. K
16. M
17. O
18. U
19. S
20. Q
21. F

COURSE: Relationships

UNIT: Family

TOPIC: Family Relationships

LESSON: Communication

PROCESS SKILLS: The student will:

1. Demonstrate appropriate communication techniques for different family situations.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V 1. a. Students brainstorm issues that concern both parents and teenagers. They should list questions they would like to ask a parent other than their own. Sample questions can be found on "Questions for Panel on Teenage Relationships." The teacher, two weeks in advance, should call parents to serve on parent panel informing parents of the purpose of the panel, the questions and follow-up assignment. The purpose of the panel is to improve communication between parent and teen. The follow-up assignment is for students to write a letter to their parents.

1) First paragraph is to be something good and positive about their relationships.
2) Second paragraph is to address an issue that may be of some concern or needs some work.
3) Students have the option or mailing the letter home to parent(s). Teacher furnishes envelopes and mails them.

R/W 2. If panel is not possible: In today's society we find that it is difficult for students to communicate with their parents verbally on sensitive situations so a slight variation to the panel may be necessary.

The teacher is to be the "middle" person in this activity. Sometimes a "middle" person is necessary to get a communication started and flowing.

Assignment: The students are to look over "Questions for Panel" and choose three to write parent(s) a letter discussing the issues and setting up a time to talk about them at home. Students can then mail the letters with a self-addressed stamped envelope for their parents to respond regarding their opinions on the activities.

BENEFITS OF ACTIVITY:

a. Students are prepared when letter reaches home.
b. It may opened up lines of communication.
c. Good feedback may be received from parents.

NEGATIVE AFFECTS OF ACTIVITY

a. Students aren't able to share letters with others because of confidential reasons.

R/W/V 3. With one person writing on the board, have students tell the negative ways of reacting to situations. Then rewrite each of those statements into positive statements. i.e. Don't jump on the bed! Also, think of some situations where limited choices should be offered rather than broad questions. (.i.e. Your child is getting ready for school - You say "What do you want to wear?" and she selects a party dress. What could you have said instead?) See student activity sheet "Effective Communication."

R/W/V 4. Assign students to groups to prepare short skits for their classmates. They will be showing how communication can be effective and ineffective. See handout, "Communication with Children/Adults."

R/W/V 5. Complete "Knowing My Family" handout. Share and process with classmates.

R/W/V 6. "Strength Bombardment" written activity. This is a family activity to grow and communicate with each other. Follow directions given.

Activity 1

Name ______________________________

____

POSSIBLE QUESTIONS FOR PANEL ON PARENT/TEENAGE RELATIONSHIPS

1. How would you react if your daughter was pregnant?
2. Would you react different if your son was responsible for his girlfriends pregnancy?
3. How do you feel, or react, when you ask your teenager something and the teenager doesn't think it's any of your business?
4. Is it okay to give alcohol to teens in your home? Do you encourage drinking at home?
5. How would you react if your son or daughter came home drunk (you caught them) and the next day they admitted to it?
6. Do you even want to know if he/she was drinking?
7. If you found drugs, would you know what they were?
8. How would you react if your son/daughter told you he/she was gay/lesbian?
9. How do you control your feelings of love when it comes to punishment? How does it feel to punish?
10. Should parents interfere if they think the relationship is too serious?
11. What do you do when you don't approve of who your son/daughter is seriously dating?
12. How do you feel about your teenage son/daughter having sex?
13. Birth control pills - how do you feel about your daughter using them?
14. Do you approve or disapprove of abortion?
15. What would you do if you came home and caught your son or daughter in bed with their boyfriend or girlfriend?
16. Is it okay for a high school girl to date someone over 21?
17. Is it okay for a high school guy to date someone over 21?
18. How do you feel when your teenager has a party when you're away from home?
19. What is your definition of a family?

Activity 1 (Continued)

20. How would you discipline your daughter compared to your son?
21. Should a step-parent take the place of a real parent?
22. How do you feel about teenagers leaving home when they get mad or upset?
23. Is religion important in raising a family?
24. Do you trust your kids as a whole?
25. Do teenagers party more than you did at your age? Do they do the same things at parties?
26. Do you set any rules to when your teenager can go out with their friends or stay home with the family?
27. How do you feel about a teenager coming home at 3:00-4:00 in the morning?
28. What would you do if your son or daughter decided to drop out of school?
29. Have morals changed from when you were a teenager?
30. Should parents force girls to eat when they don't want to?

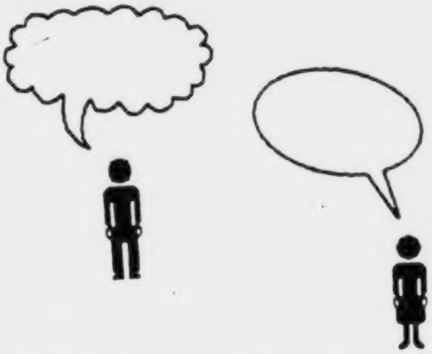
It would be more beneficial if students created their own questions that relate to their own lives and families.

Activity 3

Name

EFFECTIVE COMMUNICATION

Directions: Respond to the statements in the space provided.



1. Translate these DON'TS into DO's:

   Don't drag you sweater in the dirt.

   Don't scream at me.

   Don't talk with your mouth full.

   Don't run in the store.

   Don't talk back to me.

2. Change the belittling comments in these illustrations to ones which would build confidence.

   Mary broke a glass when she was drying the dishes: "Don't be so clumsy."

   Four-year old Matthew wet his pants: "You're a bad boy!"

   Vicky bumped a tree when she was mowing the lawn: "Can't you ever do anything right?"

3. Restate the questions following these situation statements to give a choice which you can accept.

   You are visiting and you expect Kathy to wear one of two dresses: "What do you want to wear?"

   You are having dinner in a restaurant and have a limited amount of money to spend: "What do you want to order?"

   You feel it would be best for your daughter to go to a public residential college: "Where do you want to go to school?"

   You are visiting with your four-year-old and you have to leave in order to meet an older youngster at school: "Do you want to go now?"

Activity 4

Name ______________________________

____

COMMUNICATION WITH CHILDREN/ADULTS

Directions: Work with a few other students and prepare a skit to demonstrate techniques of communicating with children. White your ideas below. Then choose at least four of the five techniques, work them into a skit, and present the skit to the class.

- General plot of skit:
- How will you demonstrate direct eye contact during conversation?
- How will you demonstrate keeping messages simple and brief?
- How will you demonstrate reinforcing words with actions?
- How will you demonstrate using a positive approach?
- How will you demonstrate answering questions briefly and truthfully?

Source: Skills for Everyday Living - Student Activity Guide by Frances Baynor Parnell. © 1988, p. 29. Reprinted by permission of Goodheart-Willcox Company, Inc.

Activity 5

Name ______________________
____

KNOWING MY FAMILY

Directions: Sometimes we are so busy we lose touch with those people close to us. Do some detective work and find out the following. You may choose a parent or a grandparent for the activity.

The person(s) I chose is/are: ____________ ____________

1. How old were you when you married?
2. Where were you married?
3. What do you remember most about high school?
4. What was your favorite subject in high school?
5. What was your first car? How old were you?
6. What was your favorite hangout or recreation during high school?
7. What is a very memorable experience?
8. What was/is your favorite hobby?
9. What was/is your favorite food?
10. What was your first job and what pay was earned?
11. What was your most embarrassing moment?
12. What was your proudest moment?
13. What was a crazy mistake you made?

Activity 5 (Continued)

14. What were some family traditions when you were growing up?

15. (Question of your own to ask.)

Discuss:
What thoughts, ideas, needs, issues came up when you were interviewing this person?

Activity 7

Name ______________________________

____

STRENGTH BOMBARDMENT

- Plan a time when you and your family members can spend 45 minutes together uninterrupted. Explain that the purpose is to take time to appreciate each other and grow together.

- Give each person a blank piece of paper and some markers or crayons and have each person draw a design in the upper right corner that represents his/her personality. It might be a star, a smile, a puppy, whatever.

- Decide on a focus person and ask a person to write on the paper for the focus person. Go around the group and have each person tell a strength that he/she believes the focus person has. "One of your strengths is__________." Go around until there are at least six strengths. Write them on the paper. Have each person tell something that is appreciated about the person. "Something I appreciate about you is ____________." Take turns until five or six appreciations are listed on the paper. Follow the process for each family member.

- Post the papers on the refrigerator, bulletin board or other special place they can be viewed.

- Discuss as a family how the process felt.

- Students should write a reaction and explanation for the family activity and share with class and/or hand in.

COURSE: Relationships

UNIT: Family

TOPIC: Family Relationships

LESSON: Support Systems

PROCESS SKILLS: The student will:

1. Examine personal and family support systems.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W/V 1. "Moving Out" handout. Students read the questions, then discuss with parents each of the questions listed.

R/W/V 2. "Family Satisfaction" handout. Have students complete the inventory. Discuss. Have students suggest ways to improve family satisfaction using the"Improving My Family's Satisfaction" worksheet.

R 3. Share and discuss background information sheet "Functions of a Personal Support System" and "Development of a Personal Support System."

R/W/V 4. Support Groups in Community. Obtain a listing of current, available support groups in your community from newspapers or churches. Have students select a support group of interest to them that relates to current class topics about family. Students should call the support group and request permission to attend a session - or a chance to interview the group leader/coordinator. The students will utilize "Support Group Assignment" form to record findings. Students report back to class - oral presentation about purpose, effectiveness and functions of group, number of members, types of problems and suggested solutions, how often group meets and guidelines for meetings. Student should also discuss if they would recommend this group to others with similar problems. List of available support groups included in information. Evaluation form for oral presentation included.

W 5. Students complete activity titled "My Support Systems."

INFORMATION SHEET
FUNCTIONS OF PERSONAL SUPPORT SYSTEM

Listen - Someone who listens without giving advice.

Technical Support - Someone who is knowledgeable in your field, and whose honesty and integrity you trust.

Technical Challenge - Someone good enough at the job to identify what could be improved and must be trustworthy.

Emotional Support - Someone willing to be at your side in a difficult situation even if he/she is not in total agreement with what you are doing.

Emotional Challenge - Someone, preferably a friend, to question your excuses.

Share Social Reality - Someone to confirm your own reality.

DEVELOPMENT OF A PERSONAL SUPPORT SYSTEM

To Eliminate	Choose A person Who	To Provide
Social Isolation	Shares our concerns	Social Integration
Vulnerability	Someone we can always depend on in a crisis	Assistance
Emotional Isolation	Close Friend	Intimacy
Powerlessness	Respect your competencies - trust yourself	Self-Worth
Stimulus Isolation	Someone challenges our rationalization	Perspective
Environmental Isolation	A good referral agent Information (Continued)	Access to resources

Information Sheet (Continued)

AVAILABLE SUPPORT GROUPS

(Only a partial listing; each community has different support groups.)

Gender Identity Center
Post Polio Support Group
Adult Children of Alcoholics
Parent's of Murdered Children
Alcoholics Anonymous
Road Runners Group
Women's Recovery Center
Vet Center
Take off Pounds Sensibly
Narcotics Anonymous
Premenstrual Syndrome Support Group
Hospice "Heartbeat" (suicide loss)
Drug Abuse Program
Al-Anon
Ala-Teen
Alzheimer's Disease and Disorders
Hospice Bereavement Support
Men's Support Group
Stroke Club
Parent Support Group
Co-Dependency
Aging Parent Support Group
Women's Incest Group
Survivors Support Group
Crisis Pregnancy Center
Coping with Terminal Illness
Arthritis Support Group
Children's Grief Support Group
People with Disabilities
Teen Support
Men's Ongoing Process Group
Fathers of Equal Right
Infant-loss Support
Multiple-Sclerosis Support
Body Image
Peer-Run Support Group (mental illness)
Weekday Sobriety
Christian Support Program
Dad's of Special Needs Kids
N.U.R.S.E.S.
Healthworks
Head Injury Support Group
Eating Disorders Support Group
Cleft Palate Association
AMEND (Abusive Men Exploring New Directions)
Adult Stuttering Support Group

Activity 1

Name ______________________________

____

MOVING OUT !

Directions: This paper is to be completed in cooperation with your parent(s) or guardian(s). Discuss each of the following questions.

1. When do you both agree that you should be ready to move out of the family home? Describe at least 3 things which indicate to both of you that you are ready.

   When:

   Why:

   1.

   2.

   3.

2. Describe what type, if any, of monetary support your parent/guardian agrees to help you with after you move (rent, clothes, food, car, household furniture or appliances, tuition, insurance, etc.).

3. Under what conditions will this support be made available or kept up?

4. Describe how you plan to support yourself. What type of job? Scholarship? Join the Service? Etc....????

5. What type of changes will you make in your spending habits when you are supporting yourself?

Activity 1 (Continued)

6. With whom, if anyone, will you live? What things will you consider when choosing a roommate?

7. Will your choices of roommates effect what type of support, financially, emotionally, etc., your parents will make available? If you move in with a person of the opposite sex how will this affect your relationship and the amount of support offered by your parents, etc?

8. If you move out (during school or afterward) will your parents still support you emotionally, at activities in which you are involved, financially, etc.?

9. If you have a child, or father a child, with or without being married - Are you welcome to come home? What type of support will your parents offer? Under what conditions?

Parents: **THANK YOU** for discussing this subject with your son/daughter and helping to fill out this form:

Your signature indicates you've read and discussed this with your son/daughter.

Parent's Signature____

COMMENT'S WELCOME:

Activity 2

Name ______________________

____

FAMILY SATISFACTION

Directions: Think about your family. Read each item. Decide how often your family exhibits the behavior or characteristics. Utilize N = Never, AN = Almost Never, S = Sometimes, AA = Almost Always, A = Always. **Circle** the characteristics that best describes **Your** family.

SENSE OF FAMILY:

1. Listens to one another
2. Makes decisions jointly
3. Shares responsibilities
4. Is flexible and re-defines roles when necessary
5. Fosters communication
6. Upholds its values
7. Expresses affection for one another
8. Is able to resolve conflicts
9. Eats a balanced diet
10. Cherishes traditions and rituals.

PERSONAL AND FAMILY TIME

11. Laughs together
12. Shares leisure time
13. Reserves time for family
14. Reserves time for individual interests

SUPPORT FROM FAMILY AND COMMUNITY

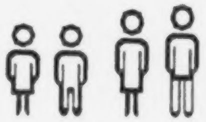
15. Has empathy for one another
16. Supports one another
17. Respects one another
18. Trusts one another
19. Admits to and seeks help with problems

LIFE STATUS

20. Has sufficient income
21. Has adequate housing
22. Has healthy members
23. Has adequate household furnishings

ADEQUATE CHILD/DEPENDENT CARE

24. Has adequate child/dependent care



Activity 2 (Continued)

Name ______________________________

____

IMPROVING MY FAMILY'S SATISFACTION

Directions: List all the items you did **NOT** circle from your "Family Satisfaction" sheet under the word **ITEM.** Under the word **ACTIVITIES** list activities in which your family could participate that would help your family improve satisfaction in the areas you didn't circle. Be creative - try to think of activities that would sincerely help.

ITEMS	ACTIVITIES

Activity 4

Name ______________________________
____

SUPPORT GROUP ASSIGNMENT

Name of the Support Group:

Record the following information concerning the support group that you chose to visit and research.

- How you contacted the support group:

- How you obtained your information about the support group (interview, visitation, both, other):

  *Meeting times and places of the support group:

  *Who could be helped by this support group (consider age, sex, interests):

  *Materials, handouts, pamphlets available:

- Your information and reaction:

  - What was the purpose of the group?
  - What did you observe?
  - How did you feel?
  - Did you learn anything new?
  - Did any attitudes change?
  - Would you use or recommend this support group.

Activity 4 (Continued)

Name ______________________________

____

ORAL PRESENTATION REPORT

I. PREPARATION OF MATERIAL

INTRODUCTION

LOGICAL ORGANIZATION AND INTEREST:

- What was the purpose of the group?
- What did you observe?
- How did you feel?
- Did you learn anything new?
- Did any attitudes change?
- Would you use or recommend this support group?

CONCLUSION

II. VOCAL DELIVERY

- Breath control
- Volume/projection
- Speed/pause
- Vocal/variety
- Articulation/clarity

III. VISUAL DELIVERY

- Poise/control
- Gesture/movement
- Eye contact

IV. GENERAL EFFECTIVENESS

- Effect on audience
- Positive experience
- Receptive to question

Activity 5

Name ______________________
____

MY SUPPORT SYSTEMS

Directions: List two or three people in your home and work worlds who either **do** or **could do** (fulfill) one of these functions for you. If there is someone who could fulfill a function for you but you are reluctant to get into a relationship with that person, note the source of reluctance. Be specific about what is preventing you from approaching him/her.

1. Listening-(without giving advice).

   a.

   b.

   c.

2. Technical Support-(Someone who is an expert in the field, and whose honesty and integrity you trust:)

   a.

   b.

   c.

3. Technical Challenge-(A person must be good enough at the job to identify what could be improved, and must be trustworthy.)

   a.

   b.

   c.

4. Emotional Support-(Someone willing to be on your side in a difficult situation even if he/she is not in total agreement with what you are doing.)

   a.

   b.

   c.

Activity 5 (Continued)

5. Emotional Challenge -(A friend to question our excuses.)

   a.

   b.

   c.

6 Sharing Social Reality-(Someone to confirm your own reality.)

   a.

   b.

   c.

COURSE: Relationships

UNIT: Family

TOPIC: Family Relationships

LESSON: Personal Wants and Needs

PROCESS SKILLS: The student will:

1. Explore personal wants/needs in relation to work and family.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Use "Maslow's Hierarchy of Basic Human Needs" from I-A-2e section. Compare "William Glasser's Basic Needs" (use as handout or transparency) and discuss in class the two theory's.

V 2. Discuss (using information sheets) why we behave the way we do and that we change our behavior only if there is a need within us to change. Outside forces do not change people's behavior. The teacher will have to study the concepts, the information is a bit difficult to understand. Give handout "Terminology." (The one without definitions is for a transparency, the one with definitions is for a handout.)

R/V 3. Hand out "Success Identity" and "Failure Identity to discuss with students the concepts dealing with personality.

R/W/V 4. a. Students complete the activity "Personal Profile Analysis - What Is?" According to Glasser, we have basic needs in the area of family, career, social, leisure, and health. Have them circle the words where their needs **are being met** in these four areas of their lives.

b. Students complete the activity "Personal Profile Analysis - What Would You Like It To Be?" Have them circle the words where they **would like** their needs to be met.

c. Students complete the activity sheet , "Plan of Action." Have students decide what goals and/or objectives they want to achieve; what activities need to be put into action; what is the time limit; and re-evaluate what basic needs will be fulfilled.

RESOURCES:

BOOKS:

1. Buscaglia, Leo. Personhood. (1978). New Jersey, CBS.
2. Dryer, Wayne, Dr. The Sky's the Limit. (1980). New York, Simon and Schuster.
3. Glasser, William, MD., Reality Therapy: A New Approach to Psychiatry. (1975). New York: Perennial Library, Harper & Row Publishers.
4. Glasser, William, MD., Stations of the Mind: New Directions for Reality Therapy. (1981). New York: Harper & Row Publishers.
5. Glasser, William, MD., Take Effective Control of Your Life. (1984). Harper & Row.
6. LaKein, Alan. How to Get Control of Your Life and Time. (1973). New York, D. H. Wyden.
7. McKain, Robert J. Jr. Realizing Your Potential. (1975). New York, AMACOM.

INFORMATION SHEET
BEHAVIOR: THE CONTROL OF PERCEPTION PSYCHOLOGY (BCP)

Main Points:

- How it differs from S-R psychology
- Old and new brain
- How our new brain works
- Behavior is for control of our perception
- Behavior will only change if it fulfills a need within, not external forces
- Reorganization - Redirection

The reason why it is believed the psychology (BCP) by William Glasser is so important is that, over and over again we see people trying to get others to change their behavior by punishing, disciplining, giving gifts and more gifts, and it doesn't work; in fact, it usually causes more frustration and pain.

Example: There was a girl student that was ditching a lot of class. The student's parent, principal and her teachers met for a hearing. The student was doing poorly in schools and had a lot of attendance problems because she was spending most of her time with a boyfriend who was out of school. In the hearing, she wanted her parents to stop trying to change her. The parents didn't want her even seeing this guy and were appalled at the idea of her wanting to move in with him and could not understand her behavior. They had given her everything she always wanted and tried taking away privileges. They would give her anything if she would just stop seeing him and go to school.

The school could deny credit, due to their attendance policy? There was nothing we or anyone could do to change the daughter's mind to stop seeing this guy, and if they tried to do things to change her the more they would risk losing her for good. The only thing the parents could do would be to try to keep a warm, accepting attitude. The daughter could ease some of the tension by getting to her classes and wait on the decision to move in with him.

The parents were using Skinner stimulus response psychology - that is if we do this...this....this.....then you should do that! In other words, we can do things to people to get them to behave differently; that a person's behavior is controlled or motivated by the internal forces, not external forces. Glasser believes when we are forced into behaviors that do not fulfill our needs, the experience is painful. We cannot force each other into doing what they don't want to do - it doesn't work and never will.

Example: I dated a gentleman I extremely cared for. I dated him for many years. He suggested he wanted to date others, so he did. I started doing things that I thought would change his behavior. I gave him gifts, invited him for dinner, I yelled, I cried, I did some strange things trying to get him to behave the way I wanted him to. I was using S-R (Skinner, Stimulus-Response) psychology. (If I did or said this.....then you should....) Well, it didn't work. In fact, it caused much more pain for both of us. What I didn't realize was that it did not make any difference what I did (external forces) until there was a need within him to change, he would never change (internal forces).

Information Sheet (Continued)

So much harm is done to people by those who try to force people to behave differently. People will only change their behavior if there is a **need within** to change - the need to belong, for some recognition, fun and freedom.

The same is true with an alcoholic. Everyone in the world can tell him he has a problem, but until there is a need within him to change, he will never change.

What William Glasser has done in Stations of the Mind was to come to grips with the internal forces that drive human beings and make their behavior the way it is. In explaining this psychology, there are a few basic premises to begin with.

Glasser believes there are two brains, the **old brain** and the **new brain**. Both are concerned with staying alive and ultimately related but, function quite differently.

Old Brain: acts as a master control that keeps all the complicated physiology of the body coordinated and working properly. Breathing, heart rate, body temperature, swallowing, digestion, hormones, sexual functions, etc.

New Brain: deals with the world - has no relationship to body size. Its size is determined by how complex it's dealings are with the outside world.

Controls for input or for what it senses. To do this it starts with a mental picture (idea or perception) of the way we want some part of the world to be - a picture of some part of the world that fulfills our needs.

All new information or input goes into our new brain.

Output is both the signal from the new brain to do something and our behavior generated by that signal. This includes all our physical activity (voluntary - running - speaking and involuntary - sweating), mental activity (thinking, imagining), and almost all of our feeling activity (socializing which is pleasurable or depressing which is miserable).

From now on what we sense or what goes into our brain is **perception or input.** What our brain attempts to control, some part of the world, we will call **behavior or output**.

Glasser believes we concentrate on controlling for, or gaining, the perception or input that meets our needs. To gain input, our **control system** starts to generate some output - doing, thinking, feeling.

We control for input, to gain the perception of what we want from the world around us that coincides as much as possible to a perception we had already built into our head.

Everything we want is learned and then stored in our new brain as memory. What is actually stored or remembered is the perception of exactly what we want.

Our new brain is a huge storehouse filled with exact memories of the perception we desire - we are constantly adding perceptions we want and occasionally depleting those we no longer want.

Information Sheet (Continued)

This constantly changing storehouse of all that we want could be called our **internal world**, or the world in our head that we build from our general needs. This as a very personal world.

Now we are ready for the diagram - remember all except the external world or outside world is actually the brain or cerebral cortex.

Cerebral Cortex -	New Brain
Four Errors -	Basic Needs (love and belonging, worth, recognition, fun, freedom - could be more)
Comparing station:	the place where we compare what we want or what we are controlling for at that time of what we perceive in the outside world. These stations open and close, may be active, barely active, inactive, shutdown.

When we want anything, when our new brain control system is controlling for anything, it does so by sending that perception to an active comparing station (the station is open). In these stations the perception of what we want from the internal world is compared with whatever perceptions are coming through our senses or input systems from the external world.

Reference perception: The perceptions that we actively want right now

Controlled perception: What you are controlling for - perception in your internal world- you receive that perception - if her control system has provided her with exactly the input she wants ....example: controlling for food - eat - restaurant menu: crab legs - the menu has it, she orders it, thus it is a controlled perception.

See the two arrows meeting in the comparing station? The external world meets what one wants and then the arrow goes back to the internal world - one gets what one wants.

The perception system contains all our sensory receptions - it interprets what one senses. Everything we perceive from the outside world passes through this system, beginning with our sensory receptors, but then going through possibly as many as 10 orders as we constantly attempt to make sense out of the real world. (will discuss the 10 orders later)

In this comparing station, we are constantly comparing what is coming in (sights, words, sentences) when it doesn't quite compare, it is an **uncontrolled perception** - a perception that was not what I would have wanted.

I wanted: food - restaurant menu - only sandwiches - didn't want it - doesn't sound good - I wanted crab legs......Perceptual error - the difference between my reference perception - what I wanted and the uncontrolled perception I have right now

Example: I wanted seafood - only sandwiches.....ERROR
I wanted to go dancing - stayed home....ERROR
I wanted recognition - you walked by not acknowledging me - ERROR
I wanted lovemaking - he fell asleep - ERROR

In diagram - this separation of arrows in the comparing stations is the difference between the perception wanted from internal world and the uncontrolled perception right now.

Information Sheet (Continued)

When I suffer a perceptual error, there is a strong urge to correct it. This will activate my output or my behavioral system: go someplace else - pout - get mad - ignore you - holler at you - go to sleep, too.)

All my behavior is imitated by the error signal caused by the detection of an error in an open comparing station. When there is perceptual error there is always an error signal and I must do something. It cannot be disregarded. The only way I can avoid dealing with an error is to close down the station and thus cut off the error (didn't want to eat.....forget it...go to sleep)

Once an error - we will try all of the behavior at our disposal to do something to some part of the world including ourselves to gain the perception we want.

BEHAVIOR: Our behavior is made up of all we do, think and much of what we feel. When we reduce an error - it feels good.....when we increase an error - it feels bad.

BCP = Our behavior is our constant attempt to control our perceptions.

No one knows exactly what goes on inside your head. They never know your present internal reference or what you are controlling for. Therefore, if you want to change a persons behavior, you must try to find out what he is controlling for and which of his/her comparing stations for that need are now open - THAT IS ONLY THE FIRST PART - to get the desired behavior, they need to get the need fulfilling perception and also to do what they want. (sit down and find out what he/she is controlling for - in both the examples I gave you - it was freedom.)

When both people are controlling for the same, we tend to listen to each other, because what each of us says comes into open active stations.

In school: if discipline, disrupting behavior - find out what he is controlling for (respect, status, concern.....S-R won't work)

SUICIDE- is when one is suffering from a huge and growing perceptual error - the life he/she wanted was not at all working out. That idea was so overwhelmingly painful that it crowded out other thoughts. To relieve the pain , one ends the life. (girl - cliff - no one seemed to care whether I existed or not)....do not leave these people alone...

Most of the time we know what to do:
husband/wife announce divorce
go jog
boss rides you all the time
teenager quits school - refuses to do anything but listen to music and smoke pot

The list is endless - we all experience situations like these where we don't have the vaguest idea of what to do. Yet we feel a tremendous urge to do something. What we commonly do when we don't know what to do is to choose the pain or discomfort of a feeling behavior -**depressing**. Most feel behaviors work to reduce enough so that destructive behaviors like suicide do not occur.

Information Sheet (Continued)

One way to get rid of the pain of a miserable feeling behavior is to stop controlling for what we want. Because as long as we control for something we cannot get we will almost always do something painful or even self-destructive in vain, hoping that it will reduce our error.

But, whether we are controlling for something possible or impossible, we must behave, that is to do, think, or feel, to close or reduce the error. We might have to close down one comparing station to eliminate our error. NOT EASY - must find another alternative (smoking) because we must keep one comparing station open for each of our general needs.

THE STRUGGLE IS TO FIND THE BEHAVIOR OR THE OUTPUT THAT WORKS.

Our needs are complex, and we only have a few early built-in behaviors. In BCP there are three component behavioral systems to provide us with the behaviors we use to satisfy our need:
1) reorganization
2) redirection
3) New information (see diagram)

CHARACTERISTICS OF OUR THREE BEHAVIORAL SYSTEMS
Whenever we suffer perceptual error, we may, through reorganization and redirection add tiny bits of behavior that are valuable and reduce our error.

REORGANIZATION is not a small system. It causes us to behave in random ways, but it does not know and never will know what to do to reduce error. It will fragment and recombine the behaviors we have to produce new perceptual error. If none of these behaviors work, simply or in combination, it will keep driving and coming up with new possibilities, until one works well enough to reduce the error which will turn the system off. Remember, we are all doing the best we can with the behaviors we have. It is therefore, a random, illogical, non-learning, but highly energetic system that reduces behavior after behavior, new or some combination of old and new, until the error is sufficiently reduced so that reorganization is no longer needed, or we stop controlling for what is causing the error. Or the reorganization system keeps offering behavior after behavior to our redirection system, until the perceptual error is reduced. Reorganizing does develop the ability to redirect, and the better the ability to redirect becomes, the less we have to reorganize. As we grow and develop a reduction system, this sensible system, by rejecting foolish behaviors, will limit what we will accept from our reorganization system.

In the beginning, as an infant, reorganization is the only system we have:
cry: food
dryness
attention
If it works, we use it till it doesn't work then we reorganize so we can redirect.

From it, however, the other systems soon develop and at any time for the rest of our life when we suffer large errors, we may still use reorganization, but most of our behavior is generated by the two other systems: redirection and new information.

Information Sheet (Continued)

Redirection is a smart learning system. Our redirection system, unlike reorganization system, soon becomes a storehouse of learned behaviors and logical strategies that will reduce error. All learning that takes any effort is reduction. It can't come up with totally new behavior. Only when reduction doesn't work, do we return to reorganization which in its random, stumbling way is still the only system capable of producing new behaviors to reduce our error.

Our redirection system develops gradually into an efficient, ingenious system which we almost always use.

Our reductions system is intelligent, moral, judgmental, and can take into account past, present and future, and will reject undesirable or bad-error reducing behavior.

Reorganization has no memory and cares nothing about the future.

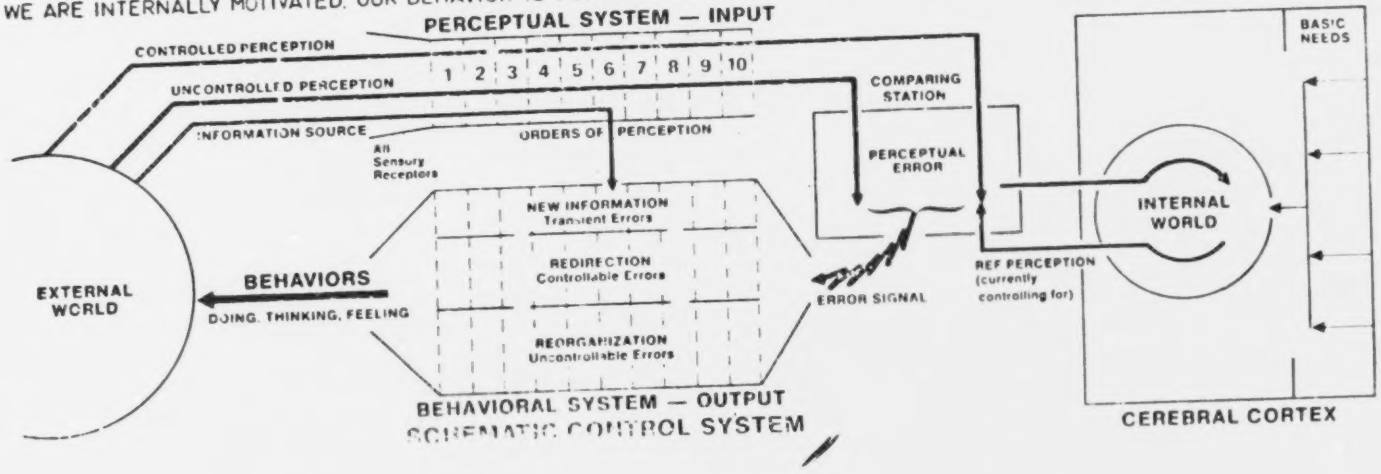
Redirection has access to all our memory and constantly tries to produce the future cause of its behaviors.

Finally, we have another system - **New Information** - that we use to deal with small errors. This is the system that we mostly use. When our lives are well organized, we still have many things to do and most of them by simple application of new information.

BEHAVIOR: THE CONTROL OF PERCEPTION PSYCHOLOGY (BCP)

BEHAVIOR: THE CONTROL OF PERCEPTION PSYCHOLOGY (BCP)

WE ARE INTERNALLY MOTIVATED. OUR BEHAVIOR IS PURPOSEFUL AND IT IS FLEXIBLE BECAUSE WE CONTROL FOR INPUT


PERCEPTUAL SYSTEM — INPUT
CONTROLLED PERCEPTION
UNCONTROLLED PERCEPTION
INFORMATION SOURCE
All Sensory Receptors
1 2 3 4 5 6 7 8 9 10
ORDERS OF PERCEPTION
COMPARING STATION
PERCEPTUAL ERROR
BASIC NEEDS
INTERNAL WORLD
EXTERNAL WORLD
BEHAVIORS
DOING, THINKING, FEELING
NEW INFORMATION
Transient Errors
REDIRECTION
Controllable Errors
REORGANIZATION
Uncontrollable Errors
ERROR SIGNAL
REF PERCEPTION (currently controlling for)
BEHAVIORAL SYSTEM — OUTPUT
SCHEMATIC CONTROL SYSTEM
CEREBRAL CORTEX

BEST COPY AVAILABLE

Activity 1

Name ______________________________
____

WILLIAM GLASSER'S - BASIC NEEDS

LOVE-BELONGING	Family Job Community Clubs Organizations Friends Cliques Neighbors
WORTH-RECOGNITION	Roles (family, job, and community) Awards Successes Accomplishments Leisure activities Vacations Time-outs Time with people you enjoy Work (at home, work, paid, non-paid)
FREEDOM	Learning to operate within the boundaries Free to share ideas, opinions, feelings Free to choose

R-V-B-3 [11]

Activity 2

Name ______________________________

____

TERMINOLOGY

BCP: Our behavior is our constant attempt to control our perceptions

PERCEPTIONS OR INPUT:	A mental picture or idea of the way we want some part of the world to be. All information that goes into the brain.
BEHAVIOR OR OUTPUT:	What our brain generates as it attempts to control some part of the world; doing, thinking, feeling.
CONTROL SYSTEM:	Body and brain
INTERNAL WORLD:	Constant changing storehouse of all that we want. The world in our head that we build from our needs.
COMPARING STATION:	Place where we compare what we want or what we are controlling for at that time of what we perceive in the outside world.
REFERENCE PERCEPTION:	What we actively want right now.
CONTROLLED PERCEPTION:	One receives the perception one is controlling for. Control system provides one with exactly the input one wants.
UNCONTROLLED PERCEPTION:	When what is coming in does not compare with the perception that is wanted.
PERCEPTUAL ERROR:	Difference between the perception wanted from internal world, shown as reference perception, and the uncontrolled perception one has right now.
REORGANIZATION:	Random, illogical, non-learning, but highly energetic system that produces behavior after behavior, new or some combination of old and new, until the error is reduced or we stop controlling for what is causing the error.
REDIRECTION:	Smart learning system is a storehouse of learned behaviors and logical strategies that will reduce error.

Activity 2

Name ______________________

____

TERMINOLOGY

BCP:

PERCEPTIONS OR INPUT:

BEHAVIOR OR OUTPUT:

CONTROL SYSTEM:

INTERNAL WORLD:

COMPARING STATION:

REFERENCE PERCEPTION:

CONTROLLED PERCEPTION:

UNCONTROLLED PERCEPTION:

PERCEPTUAL ERROR:

REORGANIZATION:

REDIRECTION:

Activity 3

Name ______________________
____

SUCCESS IDENTITY

- Reserve Strength
- Confidence
- Involved with others in a friendly and satisfactory way
- Lives their life in a sensible manner
- Have something positive to look forward to
- Able to cope with pain for a long period without behaving irrationally to reduce pain
- Self-disciplined
- Ability to plan
- Under stress, will deal with a problem rationally, sensibly and logically
- Fun-loving
- Effective
- Loving
- Creative
- Imaginative
- Intuitive
- Sensitive
- Self-reliant
- Tends to self-actualize - will use their own initiative rather than waiting for others. They act and lead rather than react and follow
- Psychological payoff is pleasure

Activity 4a

Name ______________________

____

PERSONAL PROFILE ANALYSIS
WHAT IS???

Directions: Circle the words where your needs are being met in each of the four areas of your life.

BELONGING LOVE	Family	Career	Social	Leisure and Health

Explain:

WORTH RECOGNITION	Family	Career	Social	Leisure and Health

Explain:

FUN	Family	Career	Social	Leisure and Health

Explain:

FREEDOM	Family	Career	Social	Leisure and Health

Explain:

Activity 3 (Continued)

Name ______________________

FAILURE IDENTITY

- No reserve strength
- Feels weak
- Lacks confidence
- Expects to do a poor job
- Not surprised when they fail
- Lonely
- Irrational
- Little or nothing to look forward to
- Lives in the present as much as possible
- Looking for immediate relief or pain
- Does not consider long term consequences
- Inability to plan
- Behavior is irrational, emotional and unproductive
- Undisciplined
- Lives in a short term world where tomorrow is a surprise rather than a part of an expected and productive plan

Activity 4 b

Name ______________________________

____

PERSONAL PROFILE ANALYSIS
WHAT WOULD YOU LIKE TO BE???

Directions: Circle the words where you would like your needs to be met.

BELONGING LOVE

Family | Career | Social | Leisure and Health

Explain:

WORTH RECOGNITION

Family | Career | Social | Leisure and Health

Explain:

FUN

Family | Career | Social | Leisure and Health

Explain:

FREEDOM

Family | Career | Social | Leisure and Health

Explain:

Activity 4 c

Name ____________________

PLAN OF ACTION

Directions: Decide what goals and/or objectives you want to achieve; what activities need to be put into action; what your time line is; and re-evaluate what basic needs will be fulfilled.

GOALS AND OBJECTIVES	ACTIVITIES TO PUT INTO ACTION	DEADLINE	RE-EVALUATION - WHAT BASIC NEEDS WILL I HAVE FULFILLED?

COURSE: Relationships

UNIT: Family

TOPIC: Family Relationships

LESSON: Dual Role of Work and Family

PROCESS SKILLS: The student will:

1. Compare effective strategies for coping with work and family.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

M 1. Survey students in the class:
"When you were a small child, how many of you lived in a family where:
- only one parent worked outside the home?
- both parents worked outside the home?

Record the number and the % on the board (have students figure % and write on the board). Compare the % to the present statistics regarding working parents.

W/V 2. Divide into groups, choosing a recorder and a spokesperson. Each group receives activity "Advantages and Disadvantages of Work and Family." Each group lists the advantages and disadvantages for each scenario. Each group then shares their results with the class....OR....each group gets different scenario and then shares with the class (use large sheets of butcher paper for each group).

V 3. One of the biggest concerns working parents have is what to do with their children while they are at work. List on the board, options. Start by asking the class where they went when their parents were at work? Are there new options? Discuss on-site day-care.

W/M/CT 4. Another concern is division of duties and responsibilities of home and family. Each student receives "Effective Strategies for Coping with Work and Family." Encourage students to take the activity home and have parents help list all the duties/responsibilities and other functions of the home and family. Record who is the responsible person. Have students ask parents what they would change to better cope with the dual role of work and family. Ask the student to be creative, designing strategies that would help parents cope with the dual role of work and family.

Do not forget to fill in the cost of hiring services from someone else to do such things as: Lawn care, house work, windows, repairs, and decorating.
Questions to ask:

- What kinds of social activities does your family participate in? Who sets these up?
- Does your family take time for health/leisure activities? Who sets these up?
- Are the four basic individual needs being met in your family?
  - Love and belonging, worth and recognition, fun, and freedom.
- Are there ways to incorporate these needs in designing effective strategies to cope with the dual role of work and family?

V 5. Research shows that there is a connection between the reasons why one works and the attitude one has toward work. Have students answer the questions on "Reasons To Work."

V/CT 6. In conclusion, survey students in the class and discuss:

- What do you think is going to happen in your future, as you marry and have children?
  - Both parents work out of the home (answer by raising hands)
  - Only one parent works out of the home (" ")
  - Where will the children go? (discussion)
  - How will you have division of duties/responsibilities? (discussion)
  - Each person verbalize one creative strategy for coping with the dual role of work and family. (Allow enough time for each person to think and to share.)

RESOURCES:

BOOKS

1. Berg, Barbara, The Crisis of the Working Mother: Resolving the Conflict Between Family and Work. (1986). Summit Books.
2. Dobson, James, Fatigue and Time Pressure. The Single Parent. (1978). Word, Inc.
3. Grollman, Earl, The Working Parent Dilemma: How to Balance the Responsibilities to Children and Careers. (1986). Beacon Press.
4. Krueger, Caryl Waller, Working Parent - Happy Child. You Can Balance Job and Family. (1990). Abingdon Press.

VIDEO

5. Brazelton, T. Berry. Working Parent: Day Care, Separation and Your Child's Development. (1986). Family Home Entertainment.

INFORMATION SHEET
BALANCED LIVING

Only you can provide an answer to your life. Only you can deeply appreciate and develop the dignity and wonder of your own personal potential. You are too important to rely on experts for your decisions. The actualization of you and your potential is your greatest responsibility.

1. Success identity comes from fulfilled living and giving to others. When others grow stronger with a success identity, you will also. Our goal is to energize people, encourage the openness to change that brings growth and hope.

   Hope is how open people energize. They find new energy for themselves by being open to change and help others to do the same by example.

   The answer to success is the continuity of effort. You must affirm and keep affirming that the positive life force is flowing through your mind, your spirit and your body.

2. Fulfillment in life comes from balancing time for self, friends, family and career.

   An individual's productivity is greatly influenced by the relationship between the four major life roles - family, career, social and leisure/health and whether or not they are meeting the individual's four basic needs identified by William Glasser in his Reality Therapy as love and belonging, worth and recognition, fun and freedom.

   Everyone is an integral part of some family unit, which will affect every other life role.

   Every family member needs to have respect and admiration for each other.

   You have only one life to live, so it makes sense to spend most of your time doing something that will give you the most personal satisfaction.

   If you like your work, you will put in more time trying to achieve your goals. There is a built-in endurance that energizes you when you are interested in a project and feel it is a part of a greater whole. You'll also do better quality work. People will admire your efforts and their approval will reinforce your own enjoyment.

   We, all of us, are interdependent on one another. Everyone needs a variety of relationships for a satisfying life.

   As Americans become increasingly less active, we can expect increasing problems both physically and mentally. Learning to use our leisure time is essential for a healthy body and mind.

   You have only one body and that has to last a lifetime. It needs proper food and exercise. Nutrition is perhaps the most basic of all. Physical exercise is also one of the great balancers of the functions of the body and mind.

   There is a rising consciousness among physicians, other health professionals and the public at large of the effects of emotions upon our health.

Information Sheet (Continued)

Love is the need to be cared for and to care for another. Love is caring for lots of others. The more love we are capable of giving the more we will get back and the happier and more fulfilled our lives will be.

People need recognition and must feel a sense of self-worth to become a fully functioning human being.

Freedom is not from something but the ability to operate within any given structure or set of boundaries.

Perfect relaxation, fun and enjoyment get rid of jealousy, insecurity, hate, and fear and replace them with love and a sense of well-being.

3. Balanced living means learning to manage more effectively, to negotiate your differences and to sell yourself.

   Productivity increases when people are motivated, feel a sense of belonging, gain recognition for efforts, learn to manage more effectively, learn to negotiate their differences and believe in themselves.

   We are all managers of our own life. Life is a managerial problem. Today's excellence is tomorrow's mediocrity.

   Negotiating skills are important in order to make life liveable. These skills can help you and others you love to gain the confidence and strength to live more fulfilled lives.

   An individual's self-esteem and sense of happiness are determined by whether or not the individual's expectations are being met.

4. Learning to live a happy and satisfied life begins with developing positive attitudes, building confidence, directing energy and relying on your own inner vision.

   You are what you believe: You are what you think you are.

   Success in life comes to those who have confidence in themselves.

   One must become an inner-directed person rather than one whose life is controlled by the opinion of others.

   Energy can neither be created nor destroyed. Motivating people towards a success identity is simply directing the flow of energy in a positive direction. Our only hope for tomorrow is to tap that energy.

   Tension, boredom and fatigue is misdirected energy that needs to be reorganized and redirected. Misdirected energy is one cause for violence in the family, community and society.

Information Sheet (Continued)

5. Gaining control over your own life starts with accepting responsibility for self.

   In order to gain your own perspective to be responsible for self, physically, mentally and spiritually, one's attitude and direction of energy must be positive.

   Each person has the ability to create his/her world through his/her individual perception of each given situation. Perception is what we sense or what goes into our brain.

   You experience what you express.

6. Growth involves awareness evaluation and action-involvement.

   Awareness is one's ability to recognize and accept self.

   A person will change his/her own behavior because of a personal need within rather than any outside force or element.

   Evaluation is an ongoing process to appraise your strengths and weaknesses and needed areas of improvement. Self-evaluation is necessary in order to adjust to changes within yourself and your environment.

Activity 2

Name ______________________________

____

ADVANTAGES AND DISADVANTAGES OF WORK AND FAMILY

Directions: In your group choose a recorder and a spokesperson. List the advantages and disadvantages for each of the scenarios mentioned below. The spokesperson should be prepared to share the groups responses with the class.

Small Children... One Parent Works Outside the Home		**Small Children... Both Parents Work Outside the Home**		**Small Children... Single Parent**		**No Children... Both People Work Outside the Home**	
ADV.	DISADV.	ADV.	DISADV.	ADV.	DISADV.	ADV.	DISADV.

Activity 4

Name ______________________________

____

EFFECTIVE STRATEGIES FOR COPING WITH WORK AND FAMILY

Directions: Take this activity home and have your parents help list all the duties/responsibilities and other functions of your home and family. Record who is the responsible person. Ask your parents what they would change to better cope with the dual role of work and family. Finally, you are to be creative at designing strategies that would help your parents cope with the dual role of work and family as well as determining any costs that are involved.

Duties/Responsibilities and other Functions of Home/Family.	Who Was Responsible?	What Would You Change? Try & Suggest Effective, Creative ways to cope with Work/Family.	Any Cost Involved? How Much? Is it Worth it?

Activity 5

Name ______________________
____

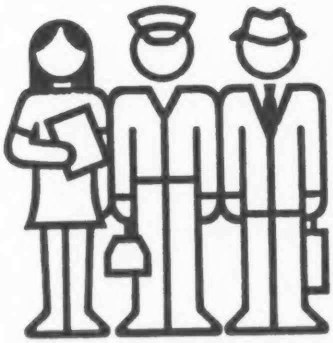
REASONS TO WORK

Directions: Answer the questions below dealing with the connection between the reasons a person works and their attitude toward their work.

1. Do you think the reason why one works would make a difference in their attitude? Examples: Provide the basics, keep society functioning, make luxuries possible, establish your personal identity, challenge, influence your personal identity, challenge you, influence your social life, and a way to express yourself.

2. What are your expectations of your working experience? Examples: chance to use skills, feeling that your work is useful, chance to take part in decisions that affect you, a sense of security, prestige, interesting, challenging work, independence, competent supervisors, good income, benefits, and/or working conditions.

3. How do parents attitudes toward work effect children? What do they role model to children?



COURSE: Relationships

UNIT: Family

TOPIC: Family Relationships

LESSON: Life Cycle

PROCESS SKILLS: The student will:

1. Analyze the effects on family during various stages of the life cycle.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/V 1. Discuss the stages of the family life cycle using the information sheets provided.

R/W/V 2. As a class identify, and place in order, the life stages. Next, have them discuss appropriate characteristics of each stage. Have them decide which stage they are presently, in which stage they plan to be a part of in 5 years, 10 years and 20 years by completing worksheet "Establishing Your Family." OR Use "The Changing Family" handout.

R/V 3. Have students create a poster illustrating the time an average person spends in each cycle of life (example from information sheet - circle graph). Have them create a second poster showing the characteristics of each cycle: problems, advantages, etc.

R/W 4. "Family Life Cycle Worksheet" handout. Students will list problems and possible solutions for each of the cycles listed.

R/W 5. Have students design a Family Life Cycle Book. For each stage of the family life cycle, write a personal goal and illustrate it with pictures drawings, etc.

W/V 6. Have each group of students draw one of the stages of the life cycle out of a hat. In their groups, on a large piece of paper, draw pictures which portray the stage for the group. Hang pictures on the wall. Have other groups decide which stage is represented. Discuss the pictures and all the issues they represent for the particular stage of the life cycle.

RESOURCES:

BOOKS

1. Bridges, William, Transitions: Making Sense of Life's Changes. (1980). Addison, Wesley.
2. Levin, Pamela, Cycles of Power: A Users Guide to Seven Seasons of Life. (1988). Health Communications.
3. Rhondes, Sonya, Surviving Family Life. (1981). Putnam.
4. Ryder, Verdene, Contemporary Living.

INFORMATION SHEET
FAMILY LIFE CYCLE

FAMILY LIFE CYCLE

One factor common to all families is the element of change. Just as individuals go through stages of life from birth to death, so families change in a fairly predictable way. Sociologists call this pattern the **family life cycle.** As children grow up, these can be anywhere from seventeen to twenty or more years of joys, sorrows, and anxieties that cause changes within a family. If you look at your own family or at any family with children, you probably see scenes something like these: Mother trying to coax a fearful kindergartner onto the school bus for the first time, Dad teaching the kids to swim, brother cooking the evening meal for the first time, sister winning the photo contest for the local newspaper, and family vacations at the beach with all the relatives. Most families mark off the special events of these years with ceremonies, such as religious confirmations, bar or bat mitzvahs, and graduations.

Your family might not fit perfectly into each life cycle stage. Yet in any family, members' roles change according to the particular stage of family life. At each stage, the family operates in a different manner.

Various scholars have designated different time periods for the stages in a family's life, but the one used most often begins when a couple marries.

MARRIED COUPLES WITH NO CHILDREN

When couples are just starting out, they develop ways to earn, to share, and to spend income. That is the time, too, when couples strengthen their physical and emotional bonds and learn how to get along with each other's relatives.

Setting up a household together and adjusting to each other's personalities, values and goals are other important task in this phase of the family life cycle.

CHILDBEARING FAMILIES

Stage one continues until the first child is born. Caring for a baby bring big changes into a couple's life. Adding the roles of mother and father to those of husband and wife can put strain on a marriage. First-time parents have to readjust their attitudes toward money, time, space, and careers. Keeping up with a baby's schedule and learning how to make the baby happy, secure, and healthy take up a great deal of time and energy. Couples in this stage of life often find new friends who also have young children. Together they share the problems and triumphs of helping babies grow and develop.

The challenge of having and caring for a baby often add a new and joyous dimension to a married couple's life. Couples who have a second child soon after the first have to deal with the fast-paced life of a willful toddler as well as with the demands of an infant.

FAMILIES WITH PRESCHOOL CHILDREN

Even though preschool children can do many things for themselves, they are still very dependent on their parents. Besides helping with everyday physical care, parents must set and enforce rules, answer a million questions, and provide for all their child's emotional and social needs. As young children's interest develop, parents begin to introduce their children to people and places around, as well as outside of the neighborhood.

Information Sheet (Continued)

FAMILIES WITH SCHOOL-AGE CHILDREN

The start of school for a child is the beginning of a new era for the family. School-age children are more independent than pre-schoolers. They are also beginning to develop social lives outside the family. As the children make new friends and acquire new interests, the pace around the home becomes more hectic. Parents frequently find themselves chauffeuring children to lessons and sports activities. Despite their developing interest in other people, school-age children are still dependent on the family for love and acceptance.

FAMILIES WITH TEENAGE CHILDREN

Caring for babies and toddlers is a physically exhausting job, but being the parents of teenagers is mentally exhausting. Families with teens experience a roller coaster ride of emotions as the child and the parents struggle to find a comfortable balance between independence and dependence. This is a time in the life cycle of a family when the child both rejects and shows a great need for his family's love and understanding.

FAMILIES AS LAUNCHING CENTERS

As children leave home to start jobs or go on to college, the family enters the launching stage. The intensity of the teenage years begins to ease up and parents try to offer only encouragement and support as their children prepare to start their independent lives. Young adults feel a sense of security when parents respond in this way.

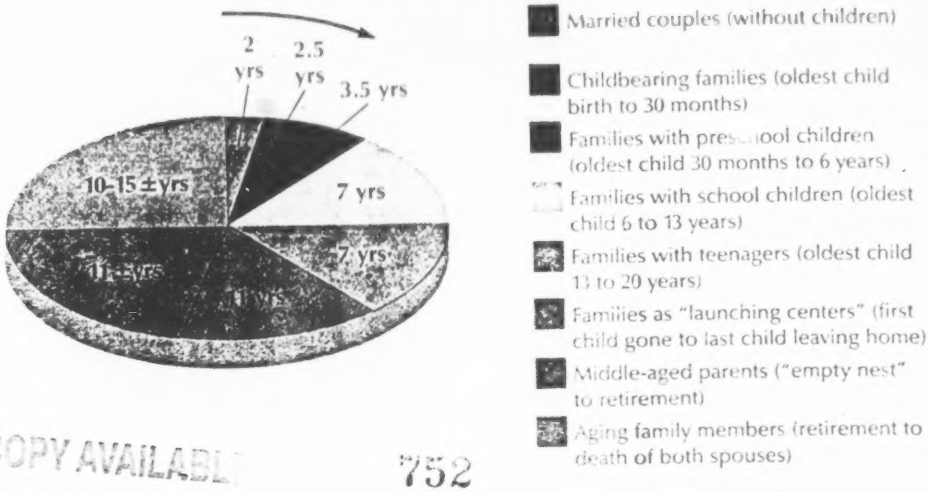
"EMPTY NEST" FAMILIES

When the last child has moved away, the parents begin to focus on each other again. For some couples this can be a difficult period of adjustment, especially if they neglected their relationship during their years of parenting. Eventually the couple can settle into a new routine which allows each individual to pursue interests and relationships. The parents are still invested in their children's happiness, but they no longer have the day-to-day contact with their offspring.

FAMILIES WITH AGING MEMBERS

Elderly couples spend their later years enjoying personal interests and utilizing skills. They also enjoy watching their children go through the family life cycle from stage one. Weddings, births, and graduations are sources of pleasure for older couples as they mark the important stages of the life cycle.

Family Life Cycle



ST COPY AVAILABL

Activity 2

Name ______________________________

____

ESTABLISHING YOUR FAMILY

Directions: In the chart below, shade or color the years you project you will begin and end each stage in your life cycle. (If you choose not to parent, your life cycle will not include all stages.) Answer the questions below the chart.

MY PROJECTED FAMILY LIFE CYCLE

Age	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90+
Stage 1 Establishment																
Stage 2 Childbearing																
Stage 3 School Years																
Stage 4 Adolescent Years																
Stage 5 Launching																
Stage 6 Post-Parental																
Stage 7 Retirement																

1. Did you project stage 1 to begin before or after age 25? Explain your answer.

2. Do you think the decision to begin stage 2, childbearing, will be a more difficult choice than deciding to marry? Explain your answer.

Source: Contemporary Living Workbook by Verdene Ryder. © 1987. p. 149. Reprinted by permission of Goodheart-Willcox Co., Inc.

Activity 2 (Continued) Name ______________________

____

THE CHANGING FAMILY

Directions: Match the changes in Column A with the stages in Column B. Stages in Column B may be used more than once.

Column **A**: Changes

______ 1. All children have left home.

______ 2. The couple may decide not to have children.

______ 3. Children may leave home to marry, attend school, or work.

______ 4. The first child is born.

______ 5. The baby changes to a school-age child.

______ 6. Parents begin retirement planning.

______ 7. Investments include items for baby care.

______ 8. The couple sets up a home.

______ 9. Investments include clothes, school items, medical care, and play equipment.

______10. Children take over some of the family responsibilities.

______11. Parents may become grandparents.

______12. One parent may give up a job to care for the baby.

Column **B**: Stages

A. Young Married Stage

B. Founding Family Stage

C. Growing Family Stage

D. Teenage Stage

E. Launching Stage

F. Empty Nest Stage

Directions: As a family member, you will experience many changes throughout your life. Thinking about your own family, answer the following questions.

1. What stage of the family cycle is your family right now?

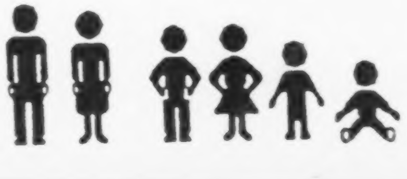
2. What is happening in your family right now that helped you to decide the stage your family is in?

3. Thinking about the future, at what stage do you think you will be a part of in:

5 years?

10 Years?

20 Years?



Activity 4

Name ______________________________

____

FAMILY LIFE CYCLE WORKSHEET

Directions: For each development stage, list two possible problems and how you will work at improving or solving each problem. (Example: Problem = house is too big for two people. Solution = rent out a room to someone or move into a smaller home.)

	PROBLEM	SOLUTION
ESTABLISHMENT YEARS		
CHILD BEARING & PRESCHOOL		
SCHOOL CHILDREN		
TEENAGERS		
CHILD LAUNCHING & EMPTY NEST		
MIDDLE YEARS		
AGING		

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Marital Dissolution

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V 1. "Divorce: Agree - Disagree Statements" transparency. Have students respond to each statement. As a class, share reasons for various responses.

W 2. In groups of two, have one student act as the husband, the other as the wife. They will complete the questions on the "Divorce Settlement" sheet.

W 3. If you associate divorce with a color - what color would it be and why? Written exercise.

V 4. Watch video "When Families Divorce" with Tom Cottle, PBS. Select three students to lead a group discussion with the class after viewing.

W/V 5. Invite a guest speaker who has been through divorce. It works well to have a man and a woman speak as a panel. Have students prepared with specific questions. Guests tell of their specific situations. Suggest subjects such as causes for divorce, how it can be prevented, what feelings they encountered, how property was distributed, child custody, re-establishing their lives, dating again, advice to students, etc. Allow enough time at the end for students questions. Have students write a follow-up paper after the guests speak titled, "What I Have Learned About Divorce."

W/V 6. Invite a panel of teenagers whose parents have divorced to the class. Again, prepare applicable suggestions for the panel. (Examples: How did you know it was coming?; How did you take care of yourself?; What feelings did you experience before the divorce? During? After?; What did you do to help adjust to the divorce?; and, How was custody determine?) Writing exercise.

Activity 1 Name ______________________

____

DIVORCE
AGREE - DISAGREE STATEMENTS

1. More women working outside the home is one reason more marriages are failing?
2. A couple should never be granted a divorce.
3. It is unrealistic to expect a marriage to last 40 - 50 years.
4. Couples should be able to have sexual experiences outside their marriage partners.
5. "Drifting apart" in interests is a good reason for divorce.
6. If a girl is pregnant, that a good reason to get married.
7. Mothers should always get custody of children in a divorce.
8. Sexual infidelity is a good reason for a divorce.
9. If there are children involved, a divorce should not be granted. They should stay together for the sake of the children.
10. Sexual incompatibility is the chief cause of divorce.
11. Marriage counseling should be required before a divorce.
12. You will love your spouse forever.
13. Second marriages are happier than the first.
14. Couples should write up a premarital contract to avoid hassles in case of a divorce.
15. If your marriage doesn't work out, you can always get a divorce.

Activity 2

Name ______________________

____

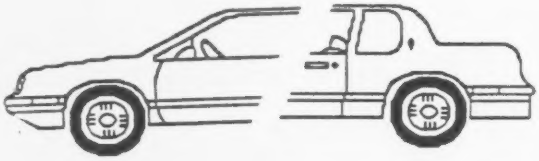
DIVORCE SETTLEMENT

Directions: With your partner, decide "who gets what" in the following situations. Try to make it a friendly divorce and agree on how to split everything fairly.

1. **FURNITURE:** List all items bought and which person gets each particular item.

2. **HOUSEHOLD FURNISHINGS:** List all items bought and which person gets each particular item.

3. **APARTMENT:**
   - Who keeps the apartment?
   - Where will the other mate live?
4. **CAR & CAR PAYMENT:**
   - Who gets the car(s) and car payment?
   - If only one car involved, how will the other mate get to work?



Activity 2 (Continued)

5. **SAVINGS:**

- How much savings did you have at the end of the marriage?
- How will the savings be divided?

6. **PREGNANCY:** Assume you are pregnant or you are responsible for getting a girl pregnant.

- When is the baby due?
- Who will get custody of the child?
- Will the opposite mate pay child support?_________ How much?_________
- How will the hospital bills for the birth of the baby be paid?
- Will the mother/wife get alimony either permanently or temporarily until the baby is born and she can return to work?
- If you only have one bedroom apartment, will you move to a bigger apartment?__________ How much more will it cost?____________
- How often will the opposite parent get visiting rights to see the child?
- Who will pay the lawyer fee's for the divorce?
- Do you really want a divorce from your partner?__________Why or Why not?

**Unfortunately, many divorce's aren't this simple.

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Substance Abuse

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. "The Media and Drugs" handout. Follow instructions given with handout.

R 2. Discuss "Drugs and the Law" using suggestions from the activity sheet provided. Invite local district attorney to speak to class about alcohol and other drug-related crimes and the penalties for convictions.

R 3. Using Information Sheet "Drugs and Peer Pressures," select one or more of the suggested activities.

M 4. Handout "What Drugs Cost Families." Follow instructions.

RESOURCES:

1. Person from AA.
2. SADD, MADD.
3. Hospital, Rehabilitation Personnel.
4. Co-dependent (ALANON).
5. Support Group.
6. Reformed Drug uses.

INFORMATION SHEET
SUBSTANCE ABUSE

Background For Teachers

Grades 9–12 (ages 14–18)

Youths in grades 9–12 (14- to 18-year-olds, approximately) are a diverse population. The years between 14 and 18 represent vast changes from the immaturity of early adolescence to the nearly full maturity of adulthood.

Perhaps the most problematic aspect of grouping students at these ages together in high school is that the young ninth graders are exposed to much older youths, many of whom have greater mobility and exposure to the world (they are driving automobiles and are legally able to work). Youths at risk of drug use find themselves exposed to a much less sheltered world than in their elementary or middle school; as a consequence they are suddenly exposed to more opportunities, both good and bad.

For younger people in this age grouping, older schoolmates can be the link to drug use. Wanting to belong, the younger ones may engage in dangerous and self-destructive activities. The "trickle-down" effect described by proponents of raising the legal drinking age argue this point persuasively by citing evidence that older youths may entice the younger ones to drink alcohol. Adults become especially important as resources for helping youths resist drugs. Adults can influence youths by being models of positive, healthy, responsible attitudes and behavior.

Influence of peers and adults

From ages 14 to 18, friendships become increasingly important to youths, and friends become a source of information for making sometimes significant decisions. At these ages, friendships can be volatile. Girls especially may be friendly and supportive of one another one day and noncommunicative and hurtful the next. Adults may wish to intervene, but they need to exercise restraint so that youths can work out their own relationship problems and improve their communication skills.

Friendships with persons of the opposite sex become increasingly important. Physiologically, youths feel an increasing attraction to the opposite sex, and to some extent, social norms push the adolescents to pair off. Many events, school-sponsored or not, encourage youths to relate to the opposite sex. During the course of this "pairing-off," some youths may be pressured to engage in behavior that is contrary to their own or their families' values. Such pressure may cause conflict and stress.

In addition, interest in the opposite sex may push adolescents to accept dares, take risks, or take advantage of others by boasting about nonexistent accomplishments so they can appear more worldly. Such behavior is troubling to adolescents, and they need help dealing with feelings of guilt. This is a risky time, because the future is at stake. Parents who can keep lines of communication open during this period are giving one of the greatest gifts they can provide. Being authoritative without being overly judgmental and listening without giving advice unless it is asked for, are two important communication skills that parents and other adults should try to cultivate to help adolescents.

Tailoring the prevention message

Older adolescents increasingly are able to deal with abstract concepts such as truth and justice. Together with a more mature moral view of the world, which allows them to consider how individuals and their actions affect others' lives, this ability to think and reason in the abstract allows them to consider the economic costs of drug use; the results of teenage pregnancy; the reasons for laws; and the impact of drugs on our health care, rehabilitation, and judicial systems. Drug prevention education consequently should focus less on drugs and their use as on the ways in which drugs affect society. Infusing drug prevention education throughout the curriculum is essential, and the entire school staff should be involved in presenting the drug prevention message.

As adolescents move toward the legal drinking age of 21, alcohol use tends to be heavy. Drug prevention for older adolescents, consequently, should stress the necessity of responsible behavior by those who choose to drink when they become of legal age to do so. They should understand the dangers and consequences associated with alcohol use (during pregnancy and while driving a car or operating machinery, for example). This, of course, should be discussed in the context of the prevention message that alcohol is not legal for youths under age 21.

that it is harmful to developing bodies, and that many people choose not to drink.

At ages 14 through 18, youths are interested in the future. They understand how choices they make now can have both immediate and long-term implications and consequences. They are increasingly able to understand that seeking instant gratification can result in events that may change the entire direction of a person's life: a pregnancy, an arrest for drug possession, or exclusion from a sports team for drug use. Adolescents need to know that certain choices now can limit them later on. This message must be presented straightforwardly and early.

Adolescents continue to be body-oriented; they want to be physically healthy and attractive. Drug prevention education consequently needs to point out the inconsistencies between using drugs and maintaining a healthy, attractive body. Youths may deny that drugs will harm them, but they need to be aware regardless. In particular, they should know that drug use lowers the immune system, and that sharing needles during intravenous drug use is one way to get AIDS. They must have straightforward, accurate information to help them prevent the spread of AIDS.

Influences on learning

Adolescents face a great deal of stress from competing in school, learning how to handle relationships with other people, dealing with societal pressures, and planning for the future. Often, they are not prepared to cope with this stress. When they were younger and felt ill, a pill might have helped. Now the pill becomes alcohol, an illegal drug, or a relationship that does more harm than good. These inappropriate coping mechanisms cause more stress. Adults can help adolescents cope with stress by listening to them and by supervising outlets for stress through art, drama, music, and sports.

Youths ages 14 through 18 are creating their own ethical systems. They no longer believe that adults are always right by virtue of their age. These older adolescents believe that they are right, and they tend to try to justify their actions as correct moral choices. They perceive decisions and issues as falling less into exclusive categories of right or wrong, and more into a vast gray area between right and wrong. They like to explore various angles and interpretations of decisions and issues. As a result, they are willing to consider the implications of decisions, and they respond to attempts to develop decision-making skills in various subjects.

Drug prevention messages must have as a foundation accurate, factual information from which youths can draw conclusions about the dangers of drug use. Youths need to continue to learn and practice peer refusal skills, but they also need to understand the reasons for saying no.

As the next generation of American leaders, high school students need to feel competent in themselves and hopeful about their prospects for the future. They need to be able to make independent decisions and to assume responsibility for choices that affect themselves and others. They need to see that, as citizens, they are responsible for making their communities better, safer places to live. They should be encouraged to develop civic responsibility by volunteering for projects such as cleaning up neighborhoods, assisting elderly or handicapped citizens, tutoring younger children, and beautifying public places.

At these ages, youths use critical thinking skills to assess the credibility of persons who influence them, to assess how they may be models for others, and to determine how their behavior corresponds with their goals for the future.

Source: Learning to Live Drug Free Curriculum. Reprinted permission of U.S. Department of Education.

Activity 1

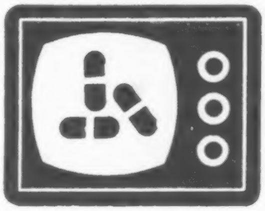
Name______________________________

____

THE MEDIA AND DRUGS

Directions: Watch one hour of television and record the number of advertisements which promote drugs of any kind. During the programs note the number of people who smoke or drink as well as any other reference to drugs.

1. What programs did you watch? What night and time were they viewed?



2. How many advertisements were drug/substance related?

3. What products were advertised?

4. How many people were smoking cigarettes?

   Adult Male: __________

   Adult Female: __________

   Teenage Male: __________

   Teenage Female: __________

5. How many people were drinking during these programs?

6. Were other drugs mentioned and/or used on the programs? What were they?

7. Write a short reaction paper addressing the issue: **"Does television influence drug/substance use/abuse in the United States?"**

Activity 2

DRUGS AND THE LAW

OBJECTIVE:

To understand the legal consequences of illegal drug use.

BACKGROUND:

Students ages 14 to 18 need to know the consequences of drug use, including how an arrest for using or selling drugs could affect their future. This lesson allows students to investigate state laws and local ordinances, and teaches them how violation of drug laws affects the community.

ACTIVITIES:

Invite a local district attorney or prosecutor to speak to the class about alcohol- and other drug-related crimes and the penalties for conviction.

Ask the visitor to discuss penalties for the following specific violations:

- driving under the influence of drugs or alcohol;
- selling marijuana, cocaine, and other drugs;
- possessing one ounce of marijuana;
- possessing a small amount of cocaine; and
- possessing larger amounts of cocaine.

Discuss the following:

- What are local ordinances concerning the sale or consumption of drugs that are legal for adults, such as tobacco and alcohol?
- What effects can conviction on a charge like driving under the influence of alcohol have on a teenager's future?
- How can teenagers protect themselves, their friends, and others from being injured or killed as a result of drinking and driving?
- What are the local and state costs of drug violations?

RESOURCES:

Local district attorney or prosecutor; state and local statistics on the cost of drug violations.

TEACHER TIPS:

- For more information on how to infuse drug prevention lessons into social studies and civics, contact the Constitutional Rights Foundation, 407 S. Dearborn, Suite 1700, Chicago, IL 60605. (312) 663-9057.
- Have students research traffic laws related to drug use by contacting the National Highway Traffic Safety Administration (400 Seventh Ave. SW, Washington, DC 20590) and other agencies and organizations.
- Conduct a mock trial. Direct the jury to decide the verdict, and discuss why. Have the jury sentence the teenager if he or she is found guilty.

Source: Learning to Live Drug Free Curriculum. Reprinted permission of U.S. Department of Education.

Activity 3

DRUGS AND PEER PRESSURE

OBJECTIVE:

To identify ways to cope with peer and social pressure to use tobacco, alcohol, or other drugs.

BACKGROUND:

Youths ages 14 to 18 increasingly are exposed to drugs in social situations and by association with older people for whom tobacco and alcohol is legal. Although they may have decided not to use drugs, they are still vulnerable. This lesson teaches how to respond to peer and social pressure to use drugs.

ACTIVITIES:

Ask students to bring in songs that have a no-drug-use message. Listen to these songs in class and discuss the messages.

Discuss some ways to refuse drugs from peers. Examples:

- Decide how you feel about the situation, and stand up for your opinion.
- Say no. Keep repeating it if necessary.
- Do not make excuses. Assert your opinion.
- Recruit a friend to support your refusal.

Role play the following situations:

- You are spending the night with a friend, your friend's parents are not home, and someone arrives with beer.
- Two friends go to a party, the driver gets drunk, and the friend is not old enough to drive.
- Your best friend is visiting, and your sister offers both of you some pills.
- You meet a friend at a fast-food restaurant and are offered beer and marijuana.
- You are at school and find that someone has put marijuana in your locker.

After each role play, discuss how students handled the situation. Was their approach effective? Ask students for alternative ways to handle the situation.

RESOURCES:

Songs with no-drug-use messages; books of quotations.

TEACHER TIPS:

- Have students organize a presentation on peer refusal skills for younger students (example: grades 6–8).
- Suggest resources for famous quotes, such as *Bartlett's Familiar Quotations* and *Five Thousand Quotations for All Occasions*.

(continued on reverse)

Source: Learning to Live Drug Free Curriculum. Reprinted permission of U.S. Department of Education.

Activity 4

Name______________________________

____

WHAT DRUGS COST FAMILIES

Directions: Plan a monthly budget. The following factors must be considered in developing the budget:

You are newly married, and the take-home pay from your two salaries is $30,000 a year. However, you do not know that your spouse is addicted to cocaine and is spending $100 a day on that drug.

Plan your monthly budget, being sure to include the following:

- Housing payment (mortgage or rent);
- Car payment (plus insurance, maintenance, and gas);
- Electric, water, and gas bills;
- Clothing;
- Food;
- Entertainment;
- Furnishings;
- Health Care (insurance);
- Vacation or travel;
- Savings and miscellaneous.

Fill in the budget planning guide on the next page. Note how a cocaine habit would affect the family financially. Mark the budget items you would sacrifice first and last if you didn't have enough money each month to pay for both bills and the drug habit.

Activity 4 (Continued)

BUDGET PLANNING GUIDE

	MONTHLY EXPENSES		YEARLY EXPENSES
Housing	$__________	X 12 =	$__________
Automobile	$__________	X 12 =	$__________
Electric, water, and gas	$__________	X 12 =	$__________
Clothing	$__________	X 12 =	$__________
Food	$__________	X 12 =	$__________
Entertainment	$__________	X 12 =	$__________
Furnishings	$__________	X 12 =	$__________
Health Care (insurance)	$__________	X 12 =	$__________
Vacation/Travel	$__________	X 12 =	$__________
Savings & Miscellaneous	$__________	X 12 =	$__________
TOTAL EXPENSES	$__________	X 12 =	$__________
Cocaine habit	$ 3,000	X 12 =	$__________
Debt due to cocaine	$__________	X 12 =	$__________

Expenses or items I would sacrifice first:

Expenses or items I would sacrifice last:

On the back of this paper write how you think your spouse's drug habit would affect the family (include affects of possessions, friends, family, marriage, debt, physical and mental health, etc.).

Source: Learning to Live Drug Free Curriculum. Reprinted permission of U.S. Department of Education.

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Family Violence

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/CT 1. Have students identify different types of abuse. Use the transparency "Sign of Abuse and Neglect" to discuss how these signs relate to the different types of abuse. In pairs, complete the handout "Child Abuse and Neglect." Share with the class. Ask students to list ways of helping potential abusers.

R/V 2. Handout, "Elderly Abuse: A Problem too Horrible to Accept." There are more suggested activities on key to handout.

RESOURCES:

1. Social Services
2. Workers from Shelter Homes
3. Nursing Home Employees/administrators
4. Robinson, Donald. "How Can We Protect our Elderly." St. Paul Pioneer Press Dispatch, February 17, 1985, pp. 4-7.
5. Steinmetz, Suzanne K. "Elderly Abuse." Annual Editions, Dushkin Publishing Group Guilford, CT. 1983, pp. 222-225.
6. J. Weston Walch. Abuse. Activity 45-46. Portland, Maine.
6. J. Weston Walch. "The Young and the Old: A Sourcebook on Aging." Portland, Maine.

Activity 1

SIGNS OF ABUSE AND NEGLECT

FRACTURES

ABANDONING

BURNS

UNEQUAL TREATMENT

MALNUTRITION

HARSH LANGUAGE

BRUISES

WITHDRAWAL

LACERATIONS

EXPOSURE

LACK OF CONCERN

DIRTY CLOTHING

Activity 1 (Continued) Name ______________________

____

CHILD ABUSE AND NEGLECT

Directions: Complete the following by listing and defining each type or form of child abuse or neglect. Cite examples of each from movies and TV shows you have seen or fairy tales and books you have read.

	DEFINITION	EXAMPLES FROM MOVIES, TV SHOWS, OR BOOKS
Physical abuse		
Physical neglect		
Sexual abuse		
Emotional abuse		
Emotional neglect		

List ways you might be able to help potential abusers.

Source: "Skills For Everyday Living" by Frances Baynor Parnell. (1988). Reprinted by permission of

Activity 2

Name ______________________________

____

ELDERLY ABUSE: A PROBLEM TOO HORRIBLE TO ACCEPT!

Directions: Read the information below and complete the questions following dealing with abuse of the elderly.

When abuse of the elderly came to national attention, it motivated researchers and social service professionals to consider educational and policy-making steps. More than a million men and women aged 65 and over are seriously mistreated--physically, psychologically, and financially--every year. Such abuse occurs in all classes of society. Most of the abuse of the aged is by members of their own families.

The "battered elder" syndrome is the latest publicized area of domestic violence. Society discovered the battered child in the 1960's, the battered spouse in the 1970's and the battered elderly in the 1980's.

Some examples of abuse of the elderly are hard to believe. Investigations have shown one out of every 25 old people to be abused. Examples range from a 39-year-old Illinois woman who chained her 81-year-old father to a toilet and tortured him for several days, to an 8-year-old, urged on by his parents, who beat his 81-year-old grandmother.

Studies on abuse of the elderly point out that most victims are (1) female, (2) single, (3) over 75, and (4) disabled.

- Speculate as to why each of these four factors is commonly involved in abuse of the elderly.

- What can we, in society, do to prevent cases of elderly abuse from happening?

- How can such tragedy's happen in today's society?

- What are your feelings about elderly abuse? Do you personally know of a case of elderly abuse? How might you have helped the situation?

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Aging

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

CT 1. Students receive handout "Getting Old." Have students take a few minutes to check into their feelings by completing the paper. Divide into pairs or groups to discuss their responses. Have a spokesperson from each group share with the class as a student writes the shared thoughts on the board for visual conclusion.

R 2. Read Article "Self-Exploration: Attitudes Toward Aging." Take the test at the end of the article, "What Are Your Attitudes Toward Aging?" Could also role play similar to the one in the article.

W/CT 3. Show 16 mm film "Peege" (from Redrocks Community College Library). Allow enough time to process because this is an emotional film. Write on the board.....EVENT.....FEELINGS.....RAMIFICATIONS..... Have students determine what events in the movie caused what feelings and how could these events affect their lives or the lives of others. Have students write a note to an elderly person they feel close to. It could just be a simple "Hi, Thinking of you." They address and the teacher mails.

V 4. Have a panel of elderly people come and discuss issues of growing older.

CT 5. Have students experience feelings of old age by simulating arthritis, poor vision, wrinkles, hearing impairment, food allergies, digestion problems, etc.

W/V 6. Have each student interview an old person about the positive and negative aspects of aging, as well as about cultural attitudes toward the aged.

W/V/CT 7. Organize debate teams. Each team would need to do research. They could debate a variety of subjects on the topic of aging. Examples: Retirement pros and cons; Is old age an underprivileged minority?; and, Is "OLD" an appropriate title; What could we better call the aging?

W/V 8. Have students research and give oral reports on How we/they could change a nation's and/or individual's attitude toward aging? Any subject that evolved from the other activities could be used. Each student could have a different subject.

W/CT 9. Ward Edwards humorously wrote, "IF YOU ARE SMART AND MANAGE TO STAY HEALTHY, YOU'LL ALSO STAY SMART, ALTHOUGH IT MAY TAKE YOU LONGER TO DEMONSTRATE THAT FACT AT AGE 65 THAN IT DID AT AGE 25." Have students list all of the biases of society that make that part of the quotation, "although it may take you longer to demonstrate that fact at age 65 than it did at 25" a true statement.

V 10. Write this statement by Ann Bradstreet on the board and have the students respond to it. "YOUTH IS THE TIME OF GETTING; MIDDLE AGE, OF IMPROVING; AND OLD AGE, OF SPENDING; A NEGLIGENT YOUTH IS USUALLY ATTENDED BY AN IGNORANT MIDDLE AGE AND BOTH BY AN EMPTY OLD AGE."

11. Many newspapers and magazines are running articles showing that elderly people are returning to educational settings to update themselves or to learn new careers or hobbies. Find and share these articles with the class.

12. Watch for jokes or cartoons referring to memory loss among the elderly. Prove how the joke or cartoon reflects ageism.

RESOURCES:

BOOK:

1. The Young and the Old: Sourcebook on Aging. J. Weston Walsh, Publisher.

INFORMATION SHEET
AGING AND LEARNING

> One elderly person was heard saying to another, "I understand that three things happen when people age: their memory begins to slip...and I forget the other two."

Such geriatric humor tends to express what some older people actually believe. It is impossible to separate learning and memory. If a person does not learn, he or she has nothing to remember. If a person cannot remember, there is no sign of having learned.

LEARNING: To acquire a skill through study, experience, or instruction.

Memory is generally divided into two classifications:

1) short-term or immediate memory - short-term memory usually involves recalling information for a short period of time and forgetting it when no longer of use or importance.

2) long-term memory - long-term memory is information stored for the purpose of recalling it weeks, months, or years later.

For most older people, long-term memory tends to remain intact. The ability to recall incidents that occurred decades ago is not unusual. In fact, this nostalgic "when I was young" memory is characteristic of elderly people. When age-related differences in memory are noted, they appear to be in short-term memory. More recent information and happenings appear to be more difficult for elderly people to recall. It is not clear if this in an understanding, retention, or retrieval problem since all three of those skills are needed in memory. One explanation is that elderly persons who may have some hearing loss never heard the information clearly and did not feel it important enough to have it repeated. When questioned later, they say they cannot recall. Such an incident is easily labeled a memory problem when if fact it may be a hearing problem.

An important concept that may not be dealt with in research on learning and memory among the elderly is that everyone at every age forgets for a variety of reasons. When younger, we shrug off this forgetting; however, as we get older, we tend to label this same forgetting as the onset of senility, defined as loss of memory. Maybe it is panic that needs to be dealt with, as panic may be the culprit.

The fact is that as we get older, we have experienced more and there is a tremendous increase in the amount of information to be remembered. In comparison, then, should not an older person be allowed to forget more? A common problem is remembering names. When younger, there were only their children's names to remember. Now they must add to that grandchildren and great-grandchildren. There are increased birth dates and other significant data to be recalled. It is understandable that some data will be forgotten. Such forgetfulness is not a factor of age but of a far greater accumulated body of facts to be remembered.

Research shows that some memory declines with age; however, this decline is not so great that it interrupts the life style and daily functioning of an elderly person.

UNDERSTANDING: The capacity to comprehend, to perceive clearly what is meant

Information Sheet (Continued)

RETENTION: Ability to remember

RETRIEVAL: Ability to recover, recall to mind

SENILITY: Not a medical or psychological term

SENILE DEMENTIA: Caused by Alzheimer's. May be caused by Parkinson's disease, brain tumors, and minor strokes. None of these disorders is what the general public has in mind when they use the term senile. The term senile should be removed from our vocabulary. It is a word destructive to the physical and mental health of all ages. It causes unnecessary fear among the elderly about being old, and it causes unnecessary fear among the young about becoming old.

DEMENTIA: Acquired mental deterioration

AMENTIA: congenital mental deficiency

ALZHEIMER'S: Disease of the century. Senile Dementia is caused by Alzheimer's disease. Alzheimer's appears to cause clumps of twisted nerve cells in several regions of the brain and first destroys the mind, then the body. This disease afflicts 2 to 3 million Americans - about 7 percent of the elderly population over 65 years of age. To date there is no cure and it is the fourth leading cause of death. It kills 120,000 people a year. Alzheimer's disease has disabled such famous people as actress Rita Hayworth, actor Edmond O'Brien, and artist Norman Rockwell. The disease usually occurs after the age of 65, but can strike as early as 40 years of age. Alzheimer's causes deterioration first of the mind, then of the body. The statistic that is very important to keep in mind is not the 7 percent of the elderly whose minds are victims of diseases affecting memory, but rather the 93 percent of the elderly population whose minds are clear, capable of learning, remembering, being creative, and functioning normally.

Old people, like the young, experience a whole range of emotions, including grief, depression, a loss of feeling of worth, and varying degrees of paranoia. Unfortunately, when occurring in old age it is all too common to label the resulting behavior as senile. For that reason, some professionals call the term senile a "wastebasket" or meaningless term.

Important findings about exercise and diet are worth noting. In animal studies, keeping lean seems to prolong life. In animals, physical activity also is important. If you exercise a group of rats, those doing ten minutes of vigorous activity a day will live 25 percent longer than they would otherwise. In humans it is impossible to do that experiment, but the old saying "If you don't use it you lose it" appears applicable.

In studies on aging, being underweight was associated with excess mortality. Cigarette smokers tend to weigh less than nonsmokers, so studies may have shown the detrimental effects of cigarette smoking. Being a little bit overweight seemed to have some survival advantage.

Attitude toward one's own aging cannot be overlooked as an important ingredient for a longer life. It is also interesting to note that good socioeconomic status is important for prolonging life and vigor. Higher income people tend to eat better and engage in more recreation. As a result,

Information Sheet (Continued)

they have a more positive outlook on their retirement years.

Aging is a mystery story and each one of us is not only the author but a character in our own story with a major role to play. "And if each of us has constructed the world that permits us to live a tranquil, dignified, and enjoyable life, then each will be admired not only for a great performance, but for writing a last act that plays so well." (Skinner, 1983)

Activity 1

Name ______________________________
____

GETTING OLD

Directions: Each day we all get a little older. But growing old isn't something we all think about. Why not take a minute now to analyze how you feel about aging? Answer the questions below in the space provided.

1. What thoughts do you have about yourself growing older?

2. How does the realization of your parents growing older make you feel?

3. How will your parents growing older affect you? Your lifestyle?

4. What age do you consider being "OLD" starts? What has influenced you to believe this?

5. How do you think society and advertising influence your attitude about aging?

6. How old do you believe you will grow to be?

7. How do you feel about visiting with an elderly person?

8. What do you think when experts say that a good diet and plenty of exercise will slow the aging process?

Activity 2

Name ______________________________
____

SELF -EXPLORATION: ATTITUDES TOWARD AGING

"I'm not afraid of dying, but I don't want to get old."

—Jan, 14

"Sixty or 70 sounds old, but old often depends on how someone looks."

—Carrie, age 18

"Old people have a lot of knowledge and are fun to be with, but some have an 'I don't care' attitude, and I don't like that."

—John, 15

The young people quoted above are expressing their attitudes toward elders and toward aging.

Attitudes reflect the way we see ourselves, other people, and life in general. They reveal us as bigoted or open-minded, fearful or confident, optimistic or full of despair. They predict how we'll react to people who are different from us and to changes within ourselves.

Our attitudes toward aging are what make us see getting old as a common human experience and a time for enjoying the "fruits of our labor." Or they are what make us dread aging, make us think young is best, or make us treat old people like outcasts.

We can acquire healthy attitudes toward aging and the aged by facing our fears and learning about the process of growing old.

To better understand some of the problems older people face, Pat Moore, a young industrial designer, "became" an 85-year-old woman. Once a week over a three-year period, Moore disguised her 26-year-old body by taping her fingers to simulate the effects of arthritis, wrapping her joints to cause stiffness, adding latex wrinkles, and donning a gray wig.

Moore was "jolted," she said, by the widespread fear of aging among younger people. She found that many people have the attitude that old age is a disease, and they avoid the elderly, hoping they won't catch it.

Attitudes reflect our fears. And fears lead to myths. Here are some of the common myths about aging:

- MYTH #1: *Getting old means an automatic sentence to "solitary confinement" and de*

Activity 2 (Continued)

pendency. Muriel Oberleder, author of *Avoid The Aging Trap*, states that "95 percent of all persons over age 65, including those who live to be past 100, continue living in the community." Most maintain their independence.

• MYTH #2: *All old people become senile*. According to Oberleder, what we often call "senility" is both preventable and curable. Any number of stresses can bring on temporary confusion in the elderly, and usually can be treated. Some forgetfulness is just a normal lapse in memory of someone whose life spans more years than most. If a 20-year-old forgets a name, no one notices, but if grandma forgets the name of her first beau, we're tempted to label it senility.

Only one major brain disease, Alzheimer's disease, results in senility, says Oberleder, and it affects less than 2 percent of elders. It often begins in middle age rather than in old age.

• MYTH #3: *As people get older, they become more rigid in their thinking and more set in their ways*. "The ability to change and adapt has little to do with one's age and more to do with one's lifelong character," says Robert Butler, M.D., former director of the National Institute on Aging. Stubborn and inflexible young people tend to remain stubborn and inflexible throughout their lifetimes. Ninety-five percent of us live our lives with no changes in mental functioning and continue to learn new things every day.

Albert Einstein made important contributions to science until his death at age 76—and the list continues: Pablo Picasso, Igor Stravinsky, Clara Barton, George Washington Carver, Margaret Mead, Albert Schweitzer, Grandma Moses . . .

Fears also lead to stereotyping. The words and phrases we use betray our fear of aging: old fogy; old geezer; over the hill; out to pasture. Wash that gray right out of your hair! Cream those wrinkles away! Don't trust anyone over 30. Old is ugly.

Michael Creedon, acting director of the Center for the Study of Preretirement and Aging at The Catholic University of America in Washington, D.C., suggests ways to come to terms with our fear of aging:

✓ Use the expertise of older people. Older people who are carpenters, plumbers, painters, etc., are often available when younger workers are not. Older people are often willing to babysit, house-sit, or do housework for younger working people.

Wise employers see the value of years of learning and experience, and call retirees back as part-time employees or consultants. Some schools are making classes and facilities available to older people in the community during school hours, exposing young people to an experienced, caring group of citizens that frequently goes unnoticed.

✓ Begin planning for your later years early in life, so that aging becomes an "unfolding stage of life" rather than an unwelcome "event."

Elders need to be valued as contributing members of society, and they need dignity, respect and love—the same as you and I. Examining and possibly overhauling our attitudes toward aging can help guarantee that those needs will be met—for our grandparents and parents, and for ourselves as we grow older. ☐

For More Information

Book

Live Longer, Live Better by Muriel Oberleder; Acropolis Books, 2400 17th Street, NW, Washington, DC 20009, 1984, paperback, $7.95 plus $1.50 postage and handling

What Are Your Attitudes Toward Aging?

You are invited to take a "test" (a shortened version of the Oberleder Attitude Scale from *Avoid the Aging Trap)* to learn about your attitudes toward aging. After each statement, circle one of the following responses:

A—if you agree completely
a—if you agree, but with some reservation
d—if you disagree, but only slightly
D—if you strongly disagree

1. Old age can be said to begin around 60 or 65. **A a d D**
2. Older people are grouchy and stubborn. **A a d D**
3. As you get older, you're less and less useful. **A a d D**
4. Old people should not try to learn new things. **A a d D**
5. A person is really glad to retire from work at 65 or 70. **A a d D**
6. Old people like to boss everybody. **A a d D**
7. As you grow older, you must expect to depend on others. **A a d D**
8. Old people prefer to be with people their own age. **A a d D**
9. Physical exercise is bad for you as you grow older. **A a d D**
10. Trying to learn a new job at an older age is silly. **A a d D**

Scoring: Score 1 point for every **A** or **a** circled; 0 points for every **d** or **D** circled.

What does your score mean? The higher your score, the more stereotypes about aging you have accepted and the more negative your attitudes toward aging are. Low scores indicate a greater awareness of the realities of aging.

Source: "Attitudes Toward Aging" by Karen Judson. (Sept.1985), pp. 14-15. Current Consumer and Lifestudies.

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Death

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

W/V 1. "Death" handout. Have students complete the worksheet followed by class discussion.

CT 2. "Death Questionnaire" handout. Students will complete questionnaire then share with class.

3. Invite funeral director to visit class or even better, take the class to a mortuary and have them experience some of the process of choosing a casket, seeing the equipment used for embalming etc. Also, this is a good time to discuss the various processes in grieving.

W/CT 4. Have students write their own eulogies in 15 words or less.

INFORMATION SHEET
DEATH

Nearly 70% of all deaths occurring in North America take place in a hospital or other institution. In 1900 and 1985, the causes of death were much the same, the top four being:
1) heart disease
2) cancer
3) stroke
4) pneumonia
These primary causes of death differ by age group; for example, among younger people they include accidents and suicide.

Although everyone dies sometime, there is a noticeable difference in the death rates for different groups within a population.

1. At all ages, including the fetal period, males die at a higher rate than females.

2. After age 75, there is a decline in the death rate difference between males and females.

3. Black populations have a higher death rate than white populations.

4. Black males and females do not have as great a difference in death rate as occurs in the corresponding white population.

5. Low-income older people have higher death rates than the high-income elderly.

6. Statements about death rates increased by retirement are stereotypes, not facts.

DEATH RATE: deaths per thousand population

Activity 1

Name ______________________________

____

DEATH

Directions: Answer the questions in the space provided.

If death were a person, what kind of person woUld death be? Close your eyes until you get a picture of death. Include in your written description - appearance, personality, sex, and age.

What would be the best way to die?

The worst?

What would be the ideal age to die?

I dread death because.....

I look forward to death because.....

The way I handle death is.....

There are three basic types of fear associated with death:

- the event of dying
- what comes after
- ceasing to be

1. Rank in order of most to least feared.
2. Analyze reason for ranking.
3. Would ranking change with age?

Activity 2

Name ______________________________

____

DEATH QUESTIONNAIRE

What is your religion?

Have you experienced the death of a family member or close friend? When?

Directions: If necessary, circle more than one answer.

1. Who died in your first personal involvement with death?

    a. Grandparent or great-grandparent
    b. parent
    c. brother or sister
    d. other family member
    e. friend or acquaintance
    f. stranger
    g. public figure
    h. animal

2. To the best of your memory, at what age were you first aware of death?

    a. under 3
    b. 3-5
    c. 5-10
    d. over 10

3. When you were a child, how was death talked about in your family?

    a. openly
    b. with some sense of discomfort
    c. only when necessary and then with an attempt to exclude the children
    d. as though it were a taboo subject
    e. never recall any discussion

4. Which of the following best describes your childhood conception of death?

    a. heaven and hell concept
    b. after-life
    c. death as sleep
    d. cessation of all physical and mental activity
    e. mysterious and unknown
    f. something other than the above
    g. no conception
    h. can't remember

Activity 2 (Continued)

11. What does death mean to you?

    a. the end: the final process of life
    b. the beginning of a life after death: a transition, a new beginning
    c. a joining of the spirit with a universal cosmic consciousness
    d. a kind of endless sleep; rest and peace
    e. termination of life but with survival of the spirits
    f. don't know
    g. other (specify)

12. What aspect of your death is most distasteful to you?

    a. I could no longer have any experience.
    b. I am afraid of what might happen to my body after death.
    c. I am not certain as to what might happen to me if there is life after death.
    d. I could no longer provide for my dependents.
    e. It would cause grief to my relatives and friends.
    f. All my plans and projects would come to an end.
    g. The process of dying might be painful.
    h. Other (specify)

13. In your opinion, at what age are people most afraid of death?

    a. up to 12 years
    b. 13-19
    c. 20-39
    d. 30-39
    e. 40-49
    f. 50-59
    g. 60-69
    h. over 70

14. To what extent do you believe that psychological factors can influence (or even cause) death?

    a. I firmly believe they can
    b. I tend to believe they can
    c. I am undecided or don't know
    d. I doubt that they can

15. When you think of your own death (or when circumstances make you realize your own immortality), how do you feel?

    a. fearful
    b. discouraged
    c. depressed
    d. purposeless
    e. resolved, in relation to life
    f. pleasure in being alive
    g. other (specify)

16. How often have you been in a situation in which you seriously thought you might die?

    a. many times
    b. several times
    c. once or twice
    d. never

Activity 2 (Continued)

17. How important do you believe mourning and grief rituals such as wakes and funerals are for the survivors?

    a. extremely important
    b. somewhat important
    c. undecided or don't know
    d. not very important
    e. not important at all

18. If it were entirely up to you, how would you like to have your body disposed of after your death?

    a. burial
    b. cremation
    c donation to medical school or science
    d. I am indifferent

19. What kind of funeral would you prefer?

    a. formal, as large as possible
    b. small, relatives and close friends only
    c. whatever my survivors want
    d. none
    e. don't care

20. How do you feel about having people "lie in state" in an open casket at a funeral?

    a. approve
    b. don't care one way or another
    c. disapprove
    d. strongly disapprove
    e. depends on circumstances

Have you ever been to a funeral?

Do you think we should talk about death in class? Explain.

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Terminal Illness

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

R/W 1. Have students do research in library on terminal illness, death and dying. From the research, have them share with the group by giving oral reports. From the reports, have students ask the class at least one open ended question about how the information presented brought up thoughts, issues or ideas for them to deal with.

2. Invite a guest speaker. Have someone who was diagnosed with a terminal illness, such as cancer, and has survived come talk to the class. Students should have questions prepared for the guest, and students will need time to share their feelings about the presentation.

3. Give all students a copy of "DEATH - Stages of Dying." Have them read it and circle the parts of it that are of particular interest to them. In pairs, have them discuss what they circled and then have class share what their groups discussed. This is a good opportunity for students to share some serious concerns about someone they know that is dying.

RESOURCES:

BOOKS:

1. Kubler-Ross, Living with Death & Dying. Mac Millan Publishing Co. Inc. New York.
2. Kubler-Ross, Death the Final Stages of Growth. Prentice Hall - Inc. Englewood Cliffs, New Jersey.
3. Raab, Robert A. D.H.L, Coping with Death. Richards Rose Press, Inc. New York.

Activity 3 Name ______________________________

____

DEATH-STAGES OF DYING

Death is something everyone endures essentially alone. Nothing, therefore, so engages the mind and the emotions as does the ending of one's life. Except in the case of sudden death, an individual who is ill centers hope on medical treatment and possible cure.

People often go through a series of stages in accepting the reality of their own mortality. Diagnosis of a terminal illness brings **shock**, which soon gives way to **denial.** This denial may take the form of searching for any possible cure for the disease. From denial the patient may go on to **anger** -- at himself, at everyone around him, and even at a God who seems not to hear his pleas for recovery.

Anger eventually gives way either to **hope** for a temporary respite or to deep **depression** over the impending loss of everyone and everything. This grief over oneself then turns to resignation and **acceptance** in the face of the inevitable.

How an individual responds depends, of course, on the quality of one's personal life. For most people it is probably true, as Sir Thomas Browne said, that "The long habit of living indisposes us for dying." For those to whom life has been an ordeal, death may come, in Hamlet's words, as "a consummation devoutly to be wished." In the face of such an unknown quantity, however; death often becomes a matter of fear: Aristotle asserted that it "is the most terrible of all things, for it is the end."

On the other hand, people of great religious faith are often able to face dying with composure: they know it as the final ill of life, but they also view it as a transition, not a termination.

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Disabilities

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Complete the role playing on the handout, "Role Play Handicapped Situation."

2. If the community has access to "Kids on the Block," have representatives visit the school to present the program. In some locations, the extension service has the program.

CT 3. Divide students into two groups. Group 1 answers the question - "What should be the responsibility of parents of children with special needs?" Group 2 answers - "What should be the responsibilities of others to children with special needs and their parents." Share responses with class.

CT 4. Have students compile a list of suggestions for improving the quality of life for the handicapped.

V 5. Have students interview a child care worker about referring and testing special needs children.

6. Have students make a list of organizations or support services that can provide assistance to special need children, and their families.

Activity 1

Name ______________________________
____

ROLE PLAY HANDICAPPED SITUATIONS

BLIND:

Blindfold yourself. Make sure you have a BUDDY.

Try to :
- Leave the room.
- Get a drink of water from a pitcher in the room. Pour it yourself.
- Come back in to supply table with water pitchers.
- Make a peanut butter sandwich.

AMPUTEE:

Tie one arm behind yourself. Make sure you have a BUDDY.

Try to:
- Untie and tie someone's shoe (or your own).
- Comb/brush your hair.
- Peel an orange.

WHEELCHAIR

Using a wheelchair, with a BUDDY:

Try to:
- Leave the room and open doors.
- Get a drink of water.
- Go up/down stairs/incline or elevator.

DEAF

Place something over your ears to muffle sound.

Try to:
- Watch television.
- Communicate with someone.
- Observe at least two people talking and try to write down what they are talking about.

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Catastrophes

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

W 1. Use "Dealing with Crisis" to assess what the students see as crisis. After completing this have them rank them beginning with the most devastating crisis and ending with the least devastating crisis.

2. Invite a guest speaker who works with young adults to talk about crisis in their lives. This person could be a psychotherapist, counselor, or psychologist.

3. Lead the class in a discussion deciding "How Would I Cope?" If the following family crises situations happened to me? Who could I turn to?

- Your mother's sister (your aunt), who had lived with your family since before you were born and whom you loved dearly, has died.
- You have recently admitted to yourself that you are an alcoholic.
- Your parents are getting a divorce and are arguing over who should get custody of you and your younger brother and sister.
- You know for sure that your uncle, who lives in the apartment above yours, physically abuses his wife and children.
- You are sixteen, unmarried, and pregnant.
- Your mother, the sole supporter of your family, has just lost her job and cannot find another that she is qualified for.

- You come home from school to find the fire trucks putting out a devastating fire at your home.
- A flash flood destroys just about everything you own.

Activity 1

Name ______________________________
____

DEALING WITH CRISIS

Directions: Read the two lists of crises below. Then number each list, beginning with the most devastating crisis and ending with the least devastating crisis. Do the activity below. Discuss methods of meeting various crises in class.

CRISES OF YOUNG ADULTS

_____ Selecting a career for life.
_____ Severe illness of a family member.
_____ Breakup with a loved one.
_____ Divorce of parents.
_____ Death of a friend.
_____ Moving to an unfamiliar area.
_____ Mental breakdown of a family member.
_____ Criminal attack (type __________).
_____ Illegitimate pregnancy.
_____ Death of a parent.
_____ Handicapped family member.
_____ Remarriage of parents.
_____ Choosing college or training programs.
_____ Family member addicted to alcohol or drugs.
_____ Other: __________

CRISES OF MARRIAGES

_____ Divorce.
_____ Unemployment.
_____ Child abuse and neglect.
_____ Handicapped family member.
_____ Death of a mate.
_____ Death of a child.
_____ Severe illness of a family member.
_____ Infidelity of mate.
_____ Family member addicted to alcohol or drugs.
_____ Moving to an unfamiliar area.
_____ Death of a parent.
_____ Criminal attack (type: __________).
_____ Remarriage.
_____ Mental breakdown of a family member.
_____ Other: __________

Choose a crisis from the list above. Tell how people can use the following resources to help them deal with this crisis.
Crisis:

Mental resources:

Physical health:

Family relationships:

Financial resources:

Friends and community:

Source: Contemporary Living (1987), p. 169. Reprinted by permission of Goodheart-Wilcox.

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Bankruptcies

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual and family issues.

SUGGESTED LEARNING ACTIVITIES:
Basic Skills

R/W 1. Have students read the attached magazine articles and write a one page summary of what they learned. From the summary, have them write the six most important factors related to bankruptcy.

2. Have someone from a local bank speak on bankruptcy (include the personal attitudes and life changes it involves).

INFORMATION SHEET

WIPING CLEAN THE SLATE ON DEBT

■ *At the end of every seventh year there is to be a canceling of all debts.*

For many Americans, these words from Deuteronomy have assumed a new poignancy. Despite the general robustness of the economy, people in rising numbers are finding they can't wait for the seventh year. Instead, they're filing for personal bankruptcy—now.

Last year, 338,213 debtors sought protection under Chapters 7 and 13 of the federal bankruptcy law—the primary vehicles for personal relief. That was up 20 percent from 1984. The number is sure to climb this year, largely because the fall in oil prices has led to a surge of layoffs in energy-producing states. At the U.S. court in Houston, 2,741 personal-bankruptcy cases were filed in the first three months of 1986, compared with 1,499 in the same period of 1985.

If you're contemplating a declaration of bankruptcy, be aware of its implications. On the positive side, the declaration keeps creditors at bay. No one can foreclose on your home or repossess your car while you're in bankruptcy proceedings. "This gives people a lot of relief from the mental pressure they're under," says Oklahoma City lawyer Thomas Bolt.

But declaring bankruptcy has its costs. For one thing, it makes re-establishing credit extremely difficult, since the filing can remain on your credit record for up to 10 years. "By and large, we do not grant loans to people who have taken bankruptcy," says Ann Stephenson, spokesman for Beneficial Corporation, a leading consumer lender. Moreover, many people are traumatized by bankruptcy, viewing it as a blow to their self-image, though lawyers and creditors agree that bankruptcy carries far less of a stigma today than in the past.

Before filing for protection, you must determine which chapter to use. The more drastic course is Chapter 7, which in effect clears the slate of all obligations except "nondischargeable" debts such as alimony, child support, taxes and government-insured student loans. The law permits one Chapter 7 filing every six years. Chapter 13 allows the filer to consolidate nearly all debts, including taxes, and propose a trustee-supervised plan for repayment over three years. Some courts permit a repayment schedule of up to five years. There is no limit on the number of Chapter 13 filings.

Carl Johnson, an El Paso lawyer, recommends Chapter 7 "if there is no income coming into a family or the income and debt are so disparate that, after paying normal expenses, there is nothing left over to fund a repayment plan." Someone with an income that is stable but insufficient to pay off all creditors is a good candidate for Chapter 13, he suggests.

Although Chapter 13 filers try to repay some debts, they may have no better shot at re-establishing credit than people who file under Chapter 7. "We view Chapter 7 and Chapter 13 the same way," says Lawrence Abt III, a lawyer with Manufacturers Hanover Financial Services. "If someone burns you, you're going to be extra careful the second time around."

Getting credit after declaring bankruptcy is difficult but possible. While you must list all debts when you file, chances are that creditors you have paid regularly won't learn of your bankruptcy and thus won't revoke your privileges. Keep up the payments and you'll build up an acceptable credit history.

In general, start small. Set up an account with a local merchant. Find a lender who will allow a cosigner to guarantee your debt. Use a cash deposit as collateral for a loan. If the bankruptcy stemmed from extenuating factors, such as an injury, send a brief explanatory letter to your local credit bureau.

Perhaps the best advice is to avoid declaring bankruptcy if possible. Many cities have counseling services that teach debtors how to budget and help them negotiate informal arrangements with creditors. As Terry Blaney, president of the Consumer Credit Counseling Service of Houston, puts it, "Bankruptcy should be a last resort." ■

SOLUTION
CAT
4

Source: "Wiping clean the slate on debt by Manuel Schiffres. (April 21, 1986), p. 58. Reprinted by permission of U.S. News and World Report.

BEST COPY AVAILABLE

NEWS YOU CAN USE

The bankruptcy boom

PERSONAL FINANCE ▪ These days, just plain folks are going for broke

Chances are that someone you know has declared insolvency. It's the big business failures that grab the headlines, but more than 90 percent of bankruptcy filings are made by just plain folks, and there are plenty of them. In all, an estimated 735,000 debtors will file for bankruptcy this year, a record and more than double the 1984 number, says the Administrative Office of the U.S. Courts.

It is easy to blame the boom in going bust on an undisciplined appetite for easy credit, and that indeed is one factor. Another is changes in the law that have made it easier to file. Perhaps most important, however, bankruptcy is increasingly seen as a reasonable option, with less of a stigma than it had a generation ago. "It's sort of like divorce," says William Mapöther, a bankruptcy consultant in Louisville, Ky. Moreover, life after bankruptcy isn't always a credit-barren wasteland.

Even some homeowners, indoctrinated since childhood that a house is the one asset that must be preserved, are abandoning their properties when a deflated real-estate market leaves them owing more on the mortgage than the house is worth. Foreclosures surged in the '80s, peaking at an average of 9 in every 1,000 loans outstanding in 1987, up from 2 per 1,000 in 1980. In 1988, the rate fell back to 8 per 1,000, and stood at 7 per 1,000 last year. But according to a study released last month by Moody's Investors Service, even a modest real-estate slowdown over the next 20 years could boost foreclosure rates by 10 percent to 50 percent.

Bankruptcies alone are expected to soar 30 percent above 1989 levels by 1992, when an estimated 890,000 debtors will file. The oil-patch states absorbed major blows over the past five years. Now, bankruptcies are growing fastest in the recession-plagued Northeast.

How it works. Allan Nutt became a bankruptcy statistic last October. Nutt, a 42-year-old architect, was developing real estate with several partners during the 1980s, when the bottom dropped out of the Texas real-estate market. After struggling just to pay the interest on property loans, Nutt fell behind and lenders started foreclosing. One bank sued him for $200,000. "I couldn't even afford to defend the lawsuit," he says.

Bankruptcy begins with filing a petition in federal bankruptcy court under Chapter 7 or Chapter 13 of the bankruptcy code. Debtors are charged a fixed

In the nick of time

Diane, 34, and Chris Blunt, 38, were in arrears on their mortgage and three days from foreclosure in March, 1987. Declaring bankruptcy saved their Georgetown, Mass., home. Taking that step "was the easiest thing I've ever done to rectify such a devastating crisis," says Diane. The Blunts paid off $10,000, including legal fees, to emerge from bankruptcy last March.

BEST COPY AVAILABLE

court fee of $120, which can be paid in four installments but cannot be waived. As soon as the petition is filed, creditors must stop all bill-collecting efforts. Debtors also complete forms that list creditors, property, income and expenses. You can handle the procedure on your own—self-help books on bankruptcy abound—but experts advise consulting an attorney, since laws vary considerably among states and devising a bankruptcy plan can be tricky. Including lawyers' fees, the cost of declaring bankruptcy generally runs $300 to $700. It can be more for complex cases in which many assets are involved, for instance, or when a creditor contests the filing.

THE PRESERVE
Austin's P...
Lake Access from This Lot!
328-8855

A Texas-size debt

Eleven years ago, Allan Nutt, 42, thought investing in partnerships to develop real estate in Austin, Tex., was a good idea. He knew better after the market collapsed and left him $4 million in debt. Filing for bankruptcy last October freed him to pursue new ventures in consulting, marketing and architecture.

More than 70 percent of last year's filers chose Chapter 7, with all debts forgiven and a truly fresh start. Twenty to 40 days after the initial filing, a hearing is scheduled with a court-appointed trustee—an impartial person, often a lawyer—who will oversee the disposition of the case. Creditors can attend the hearing and question the debtor, but in practice, few do. The whole thing is often over in less than 10 minutes, and debts are usually discharged within 90 days.

The problem with Chapter 7 is that debtors must sell off assets to settle some of their debts. Assets such as a house and car are excluded in whole or part, however, depending on whether the state follows federal guidelines or its own rules. Under federal guidelines, debtors keep $7,500 in home equity. But in Florida, debtors keep all the equity in their houses and up to 160 acres of land. By contrast, debtors in Alabama retain only $5,000 in home equity. A good bankruptcy lawyer will be familiar with the exemptions. Anyone who wants to keep a car, house or other property can "reaffirm" that debt through the court, essentially a pledge that the borrower will abide by the terms of the original loan. As long as payments are current, the asset can't be repossessed. Paid-up property is sold, with the debtor keeping the allowable portion of the proceeds.

Repayment ethic. The less popular Chapter 13 is for wage earners who owe less than $450,000 and are willing to repay all or part of it over three to five years. Within 15 days of filing, a debtor submits a repayment plan, which must be approved by the court and implemented by the trustee. Chapter 13 has economic incentives: Debtors can keep their property, and it covers some debts that Chapter 7 doesn't, including some student loans. Many debtors choose Chapter 13 because they feel strongly about repaying their debts, even partially. Neither chapter lets debtors avoid alimony, support and some taxes.

Before choosing either chapter, debtors should make sure they need to file at all. Twenty percent of bankruptcy filers could have resolved their problems through credit counseling, says Donald Badders, president of the National Foundation for Consumer Credit, the Silver Spring, Md., headquarters for nearly 500 nonprofit counseling centers nationwide. In counseling, debtors and creditors work with a third party on a budget and a payment plan. Consumers pay nothing or a sliding-scale fee for the service. You can get a list of counselors in your area by calling the foundation's recorded message at (800) 388-2227.

Plenty of nothing

The bankruptcy rate in the 1960s, '70s and '80s swamped the rate during the Depression years—

Decade	Total filings	Filings per 1,000 people
1900-1909	173,298	1 88
1910-1919	215,296	2.03
1920-1929	410,475	3 33
1930-1939	614,938	4 65
1940-1949	296,021	1 96
1950-1959	584,272	3 26
1960-1969	1,695,416	8 34
1970-1979	2,086,189	9 21
1980-1989	4,583,391	18 36

USN&WR–Basic data: Administrative Office of the U.S. Courts

Advocates of counseling note the long shadow that bankruptcy casts on credit ratings, making it tough to get a credit card or a bank loan, obtain a mortgage or even rent an apartment. A Chapter 7 bankruptcy usually remains on a credit report for 10 years, a Chapter 13 for seven. Chapter 7 filers can't discharge debts with a second Chapter 7 filing for six years, though they can follow it up with a Chapter 13 if they get into trouble again. There is no restriction on successive 13s, as long as each is successfully completed.

Homeowners who default on their mortgages face a seven-year black mark on their credit rating. That's one reason homeowners who can meet payments do so, hoping that a market rebound will restore their equity. But others can't wait. John Walkey, a Boston lawyer with Choate, Hall & Stewart, expects to see more homeowners like one stockbroker client. His debts include a $220,000 mortgage on a house in suburban Boston formerly appraised at $250,000 but now, with the market slumping, worth only $180,000. "I've advised him to take a walk," Walkey says.

Chasing defaulters. Homeowners who decide to default can simply stop making payments. But that leaves them open in most states to a court judgment for the difference between the remaining mortgage and what the bank recoups by selling the house. To counter the rise in foreclosures, lenders have begun pursuing judgments more aggressively. Lawyers say some defaulting homeowners will simply declare bankruptcy when faced with a judgment against them. Borrowers can also request the bank to accept the deed in lieu of foreclosing. A bank will rarely take back the deed when the value is less than the mortgage, because accepting the deed typically releases the borrower from later judgments. Either strategy could result in taxes due the IRS, since the forgiven debt is sometimes considered income.

Debt-ridden family farmers have a few more options. Since late 1986, they have been able to use Chapter 12 of the bankruptcy code to keep their farms and, in the bargain, to refinance swollen '70s-era mortgage debt to depreciated '90s levels. Farmers with up to $1.5 million in total debt, at least 80 percent of it farm related, can have their land appraised, then refinance the loan to reflect the current market.

The Farmers Home Administration (FmHA) gives borrowers alternatives to bankruptcy. They can scrap the old loan and buy their farms from the FmHA at current market value less what it would cost the FmHA to foreclose and resell it. Or they can let the farm go into foreclosure and then lease it back from the FmHA with an option to buy at market rates as long as income from the farm can service the debt.

Credit crunch

Tracy Langton, 24, got a retail charge card at 17. When she filed for bankruptcy in April, the $20,000-a-year secretary and single mother of Nichole, 2, owed $8,200 in credit-card debts; she will be 34 before her credit rating is clean. "That's still young," says Langton, a resident of Maple Grove, Minn.

Rebuilding credit after foreclosure or bankruptcy is arduous but possible. The Credit Research Center at Purdue University has found that 17 percent of debtors have one or more credit lines within a year of filing bankruptcy. One way is through "secured" cards, which carry a credit line equal to an amount on deposit with the bank issuing the card. The drawbacks are that interest earned on the deposit is far less than the interest paid on the card's balance, and only a few banks even offer secured cards. For a list, send $3 to Bankcard Holders of America, 560 Herndon Parkway, Suite 120, Herndon, Va. 22070.

Retailers sometimes work with consumers to rebuild a credit history. Small local stores are the best bets. But even Sears, Roebuck will consider extenuating circumstances, says spokeswoman Kathy Gucla—bankruptcies triggered by medical or legal costs, as opposed to poor money management. Banks and other financial institutions are the last to forgive. Yet retail-credit officer Richard Hodges at Norwest Bank in Minneapolis says that most postbankrupts have enough of a prior history to get a commercial bank loan within two to four years. "Just because someone falls on their face one time does not mean they'll have to wait 10 years for financing." If that were true, Hodges says, "we'd all be out of business."

But there's no getting around the fact that postbankruptcy borrowers face credit problems. Some borrowers, desperate for credit, are vulnerable to such ripoffs as exorbitant down payments and interest rates or, worse, pitches from scamsters claiming to "fix" negative credit reports.

No one gladly faces such obstacles, much less bankruptcy's psychological and ethical hurdles. But confronted with unmanageable debt, few who choose bankruptcy see an alternative. "I can go forward and function again," says Donald Glovka, 50, a small-business owner whose Portland, Oreg., office-supply firm went belly up in April. "Chapter 13 took the pressure away." ■

by Anne Kates Smith

Source: "The bankruptcy boom" by Anne Kates Smith (June 4, 1990), pp. 72-74. Reprinted by permission of U.S. News and World Report.

EST COPY AVAILA

BUSINESS

Going for the Broke

As Americans get tapped out in record numbers, the personal bankruptcy business is booming

Sharon Grona and her husband, Billy, were on their way to achieving the American dream. In 1977 they opened a children's boutique in their hometown of Fredericksburg, Texas. By 1985 they were grossing $275,000 a year and had opened a second store. Then Texas went bust. The once thriving business began to falter—and the Gronas fell deeper and deeper in debt.

What was bad news for the Gronas was just business as usual for attorney John Ventura. A bankruptcy lawyer in nearby Austin, Ventura arranged for the couple to seek relief under Chapter 13 of the U.S. Bankruptcy Code—a step that gave them protection from creditors while they made payments on their debts. But Ventura's best legal maneuvering was not enough to cure their financial ills. With a blotch on their credit record, the couple's financing quickly dried up. They were forced to give up their business and had to start a new one from scratch. The total cost of the proceedings—$4,300.

Bring on the bottom fishers. With Americans getting tapped out in record numbers, an entire industry has sprung up to capitalize on the distress. The number of attorneys doing personal-bankruptcy filings is increasing yearly. At the same time, do-it-yourself bankruptcy kits and self-help books are proliferating. So are "petition mills," which promise to free consumers of all their debt burdens for a quick $500. While opportunists seek to cash in, creditors are getting more aggressive about protecting themselves from deadbeats. Last year Visa U.S.A. Inc., the credit-card clearinghouse, began a "Bankruptcy Recovery Program" to weed out fraudulent filers. Other companies are launching campaigns to alert debtors to the perils of the bankruptcy process. Says Donald B. Kramer, a creditors' lawyer in St. Louis: "We're trying to spread the word that bankruptcy is a 10-year mistake."

Kramer and his colleagues are fighting some long odds. The number of nonbusiness bankruptcy filings rose to 580,459 for the year ended June 30, 1989. That figure was up 10 percent from the same period a year ago, according to the Administrative Office of the U.S. Courts (chart). The bankruptcy filings aren't confined to a financial underclass; the cross section of filers includes everyone from celebrities to truck drivers. Ed Flynn, a government analyst, says states are setting records for the number of filings. Home-mortgage delinquencies are on the rise, and consumers are defaulting on installment loans at rates nearly as high as the record numbers reached during the 1975 recession period.

Why the rush to bankruptcy court? Despite a period of overall economic expansion in the 1980s, the average American's debt-to-income ratio has risen sharply. In 1975, 65 percent of the money Americans earned after necessities went to debt service. By 1988 that number had jumped to a whopping 90 percent. While the "greed is good" mentality of the '80s has been blamed for the current crisis, many experts say overconsumption isn't the most important factor in the bankruptcy epidemic. The real culprit is "necessitous borrowing," says Robert Pollin, a University of California economist. With wages stagnating and housing costs increasing, he says, people must borrow more to maintain living standards. These days even a slight interruption in income can send a family into a financial tailspin.

No shame: Filing for bankruptcy protection has also become easier because many Americans no longer see it as a badge of shame. Director Francis Coppola has done it. When former Texas governor John Connally had his posessions sold at a bankruptcy auction two years ago, the public showed up in black tie and gown as if to celebrate the occasion. Says venture capitalist Gerald Schaafsma, "These days, when someone files for bankruptcy in a place like Texas, they're considered a shrewd businessman and a player."

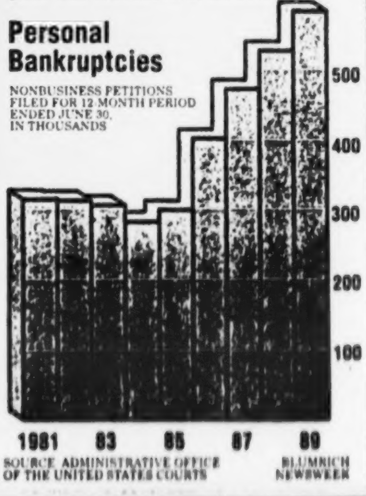
With the stigma of bankruptcy lifting, the door has swung open for the legal profession. "Debtor lawyers used to belong to small 'boutique' firms," says Terence Halliday of the American Bar Foundation. "But as bankruptcy has become more and more lucrative, it has attracted lawyers by the thousands." According to University of Wisconsin law professor Lynn M. LoPucki, one in five lawyers in private practice will show up in backruptcy court sometime during the year. At the same time, law practices are shelling out an estimated $28 million a year to advertise bankruptcy services. Coupons for $50 off the price of a

ZIGY KALUZNY—GAMMA LIAISON

Starting from scratch: *Grona, daughter*

A Run for Cover

Since the early '80s the number of personal-bankruptcy filings each year has increased dramatically.



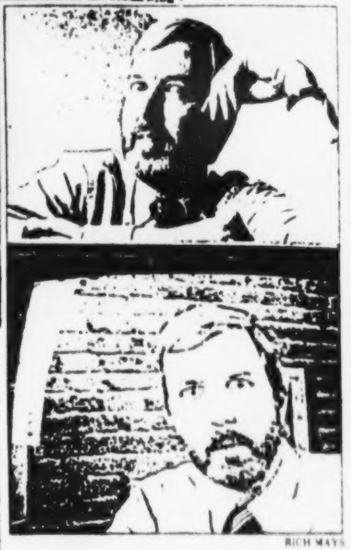
SOURCE: ADMINISTRATIVE OFFICE OF THE UNITED STATES COURTS

BLUMRICH—NEWSWEEK

BEST COPY AVAILABLE

JAMIE TANAKA

ZIGY KALUZNY—GAMMA LIAISON



RICH MAYS

Teaching the ABCs of bankruptcy: *Nolo Press president Jake Warner and his how-to guides (left), Fresh Start! editor Ventura (above) and video lawyer Happell*

bankruptcy proceeding have begun showing up in the Yellow Pages. And many bankruptcy lawyers have joined the video age. Nashville attorney Perry Happell uses videotapes to save time in introducing the bankruptcy process. "The idea is low cost, high volume," says Teresa A. Sullivan, sociologist and coauthor of "As We Forgive Our Debtors: Bankruptcy and Consumer Credit In America."

For $24.95, Nolo Press in Berkeley, Calif., sells a do-it-yourself bankruptcy book for people who can't afford expensive lawyers. The book advises on everything from how to file court papers to how to respond to threats from creditors. For $75, Legal Alternatives, Inc., in Portland, Ore., will furnish completed filing documents. Many companies are flourishing in Los Angeles by making filing for bankruptcy seem as easy as signing on the dotted line. One company approached Rosalio and Maria Fernandez after the couple received an eviction notice last year. According to testimony they gave at a creditors' meeting, they were offered a deal that seemed like a godsend: all they had to do, they said, was pay $570 and sign some forms, and the eviction would be halted. They claim it wasn't until three weeks later—when they were summoned to court—that they learned they had signed documents for a bankruptcy filing.

George Griffith, an investigator for the Department of Justice's bankruptcy division, estimates that half of all the cases filed by petition mills in the U.S. bankruptcy court in California's central district are on behalf of people who have no idea they are filing for bankruptcy. Many do not speak English well and lack a full understanding of what is occurring. Because some petition mills don't bother to file completed documents, Griffith said, many end up being evicted anyway. The unwitting victims have a stained record that prevents them from obtaining not only credit but, more important, future housing. "It's a racket," says bankruptcy trustee Steven E. Smith.

Fraud squads: The surge in filings has prompted an aggressive backlash from creditors. Many are beefing up their fraud squads with special investigators. Atlanta attorney Christopher Bracken says lenders are particularly suspicious of those who file Chapter 7 bankruptcy, which can wipe out virtually all debt obligations. "We get cases like a current one where a couple went into bankruptcy one month after buying a Porsche," Bracken says. "Because they took Chapter 7 they get to keep that automobile *and* their Audi. People might as well go out and buy a Learjet and then discharge the rest of their debt."

Others argue that the lenders are partly to blame for their plight. Jay L. Westbrook, coauthor of "As We Forgive Our Debtors," says banks send out preapproved credit-card offers with the full knowledge that a certain percentage of money will be lost to default. In fact, recent studies at Purdue University found that almost 20 percent of individuals who file for protection re-establish credit within one year. As long as that syndrome continues, so will the bankruptcy trend—and entrepreneurs will go on finding new ways to profit from it. Attorney Ventura, for example, has helped more than 1,000 clients with his newest venture: Fresh Start!, a newsletter for the freshly bankrupt, offering tips on such activities as shopping at flea markets and—you guessed it—rebuilding creditworthiness.

NONNY DE LA PEÑA *and* ANNETTA MILLER

Source: "Going for the Broke" by Nonny DeLaPena and Annetta Miller. (April 2, 1990), pp.40-41. Reprinted by permission of Newsweek.

BEST COPY AVAILABLE

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Housing Choices: Homeless

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues.

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Discuss the topic of people without homes using the Information Sheets.

R 2. Students read "Out of House and Home." Discuss the issues involved with the homeless and what students and individuals can do to help.

RESOURCES:

1. "Homeless Teens and the Meaning of Home" by Mark Bregman. (September 1990), pp. 7-10. Choices Magazine.

INFORMATION SHEET
PEOPLE WITHOUT HOMES

Homelessness is only the most visible component of the housing crisis in the United States. Today, estimates of the number of homeless run from 350,000 to 3 million. It's a popular perception that the homeless are mainly single men - often mentally ill or addicted to drugs and/or alcohol. But groups such as the National Coalition for the Homeless estimate that 40% of the homeless are families, and this number is expected to increase by 25% each year. Of course, this means that each year many more children in the U.S. live in a homeless situation. If these families are not as visible as the homeless men that roam the streets, perhaps it is because they are living in cars or tents on the outskirts of town.

The National Coalition for the Homeless defines a homeless person as "anyone whose primary nighttime residence is a public or private shelter, an emergency lodging house, a commercial hotel or motel, or any other public space. Public parts, transportation terminals, cars, abandoned buildings, and aqueducts are among the likely places for homeless people to live. More than not having a place to sleep, being homeless means having no place to save the things that connect you to your past, losing all contact with friends and family, uprooting your children from school. It means suffering the frustration and degradation of living hand to mouth, depending on the generosity of strangers and on the efficiency of a government agency for your survival, for your children's survival."

GLOBAL PERSPECTIVE

In 1987, 31 million people were estimated homeless worldwide.

No country has completely satisfied its citizens' housing needs, although considerable progress has been made, particularly in Western Europe, Canada, and many socialist countries. In thee countries, housing is considered a human right and is provided for all citizens.

Governments subsidize housing costs on a equity basis, often determining benefits based on family size and income. Since all citizens benefit to some degree, there is less tendency to hear the remark often expressed in the U.S. that some people are "trying to have a free ride on the taxpayers." In the Netherlands, for example, home ownership is encouraged through mortgage and other subsidies that allow even entry-level workers to buy or rent good homes.

In developing countries, land and housing tenure and services such as water, sanitation, education, fire and police protection are often more critical needs than housing construction. Urban areas are surrounded by belts of unauthorized houses constructed from any materials available, (corrugated metal is often used), and may have 10 or more people living in one or two rooms. Major problems arise when governments try to remove areas considered eye-sores or hotbeds of radical activity. Given support services and access to employment, these "squatter' camps" can evolve to adequate housing as the owners' economic circumstances improve.

In most of the world, women face special housing problems. HABITAT points out the "lack of access to credit and loans, to fundamental training, to ownership of land and security of tenure" are women's problems in industrialized countries as well as in developing nations.

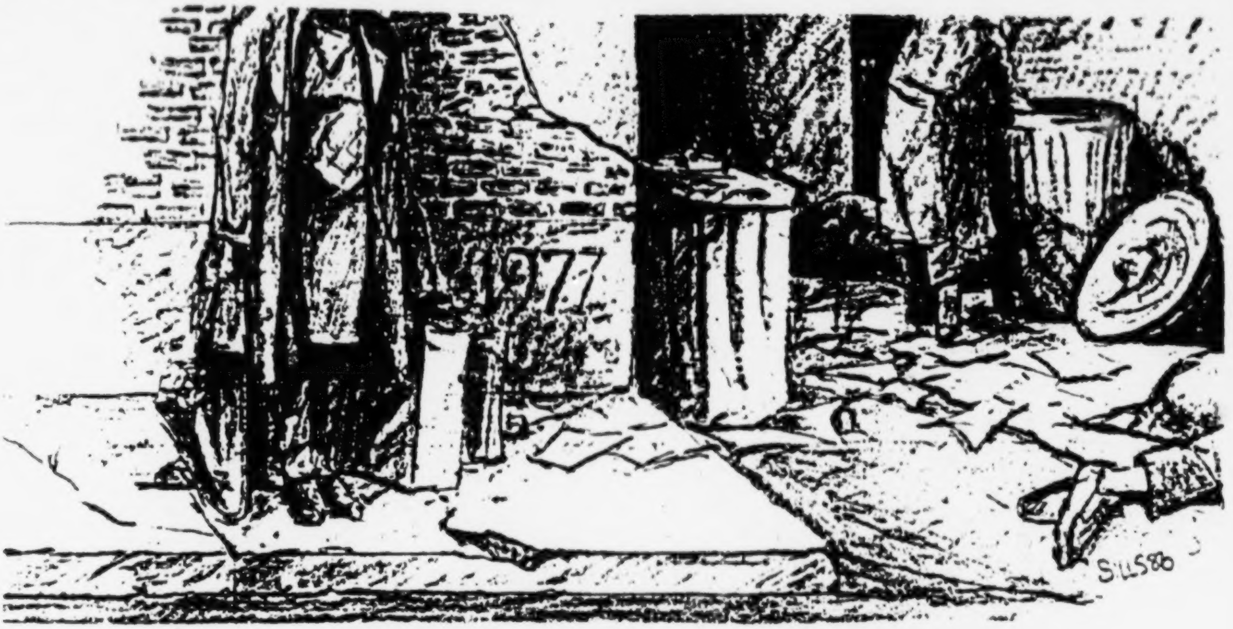
Information Sheet (Continued)

Many countries have devised ingenious ways to increase supplies and access to low-cost housing. In Colombia, savings and mortgage principles are linked to the cost-of-living index, which stabilizes the real rate of interest. In Turkey, general housing funds - used for loans to individuals, housing cooperatives, construction material producers and contractors - come from excise taxes on petroleum and luxury products. And in Malawi, an award-winning program headed by a home economist uses low-cost mortgages with long payback periods to increase housing demand, which leads to training and employment of male and female construction workers.

The Global Strategy for the Year 2000, adopted by HABITAT in 1988, is the framework for national and international follow-up action after the international Year of Shelter for the Homeless, in order to facilitate adequate shelter for all by the year 2000. **According to HABITAT, adequate shelter means more than a roof over one's head; it means adequate privacy, adequate space, adequate security, adequate lighting and ventilation, adequate basic infrastructure, and suitable location with regard to work and basic facilities - all at a reasonable cost.**

According to HABITAT, this strategy will be shaped by individual countries as they define adequacy, with governments adopting an "enabling approach" and "new institutional frameworks" for reorganization and support of all resources utilized in providing shelter. The final decision as to how to house themselves is left to the people concerned.

Source: Forecast. March 1989. pp. 49-51.



Out of House and Home

The Homeless Pose a Unique Challenge to Home Economists

by Patricia J. Thompson

HEADLINES across the nation proclaim that we have gone beyond the stage of a "housing crisis" and are now experiencing an "epidemic" of homelessness.

Jane Alexander, founder of the Woman's Lunch Place, a daytime shelter for homeless women in Boston, says, "Being homeless is more than not having a home. It is losing a sense of self and becoming a nobody." She doubts that society accepts working with the poor as "meaningful," and questions whether those who serve such "invisible populations" as the homeless become "invisible," too. Home economists can, and do, help in various professional capacities to address this problem. More are needed.

Three Studies: What They Tell Us

Three recent studies attest to the complexity of the homelessness problem.

The Homeless Family Project, conducted at the University of Southern California, surveyed 87 homeless women. It revealed that:

- 75% of the homeless mothers had no access to child care
- 43% of this homeless population had been in foster or institutional care as children
- One third had become homeless due to eviction; one third had become homeless due to problems in relationships; and one third had become homeless as a result of relocating
- 7.5% of the homeless women had been orphaned before reaching the age of 21

The Harvard Medical School reported a study of 80 homeless women and their 151 children. The study found that:

- Two thirds had not held a job for longer than one month
- Two thirds had experienced a major childhood family disruption
- One third had been abused children
- Half the children in the study had developmental delays, anxiety, depression, learning disabilities.

Pamela Bevels, a WIC nutritionist and Masters degree candidate in Home Economics Education at Lehman College, studied the nutritional status of 40 children of homeless families living in six "welfare hotels" in Brooklyn, New York. Preliminary analysis of her research discloses that a significant number of homeless children are also at nutritional risk.

Home Economists: What They Can Do

Marlene Faulkner-Hussein is a home economist whose undergraduate specialization at Lehman College was Housing. With a Masters degree in Public Administration, she is now a program coordinator for the Capital Budget Homeless Housing Program in New York City's Department of Housing Preservation and Development (HPD). There she reviews proposals from public agencies and the not-for-profit private sector. She is part of a team that awards development funds to sponsors who demonstrate a workable social service and management plan for shelter programs for the homeless. In her experience, the processes leading to the provision of shelter for the homeless are extremely complex.

The home economist who is also a housing professional must integrate knowledge of law, sociology, economics, family relationships, and home management in the formulation of public policy. Says Faulkner-Hussein, "When reading proposals, contracts, or operating budgets, the needs of the many must be taken into account. When plans are made and action taken, the public

good rides on our decisions." She adds, "We cannot forget that we are dealing with families and children — our future citizens. My undergraduate preparation in housing laid the groundwork for my career."

Maria Gonzalez is a home economist in politics. As an elected district leader and an administrative aide to New York State Senator Franz Leichter, she deals directly with families and their problems. "On a given day — especially in winter — an overwhelming number of our constituents need help with housing problems. We must endeavor to maintain livable low-income housing in our community as well as public services and educational opportunities. We try to help people find jobs and job-training programs. We try to play a preventive role in solving the many problems that can lead an individual or a family to become homeless."

Homelessness is the tip of the iceberg of an interlocking set of social problems for which the ecological perspective of home economics is sorely needed. Home economists working together with their emphasis on the family, nutrition, housing, and career awareness can contribute to the solution of the homelessness problem where it begins — families in the Hestian sphere that has been weakened by poverty, personal pressures, and short-sighted and inadequate public policies.

Patricia J. Thompson, Ed. D. is associate professor and coordinator of the Program in Family and Consumer Studies and associate professor of Women's Studies at Lehman College, CUNY, The Bronx, NY 10468. She is also the co-author of ***Self, Space, and Shelter****, a college text that takes an ecosystems view of housing problems.*

Source: What's New in Home Economics. (November-December, 1986), pp.3-7. Reprinted by permission.

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Unemployment

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues

SUGGESTED LEARNING ACTIVITIES:

Basic Skills

V 1. Have someone from the state unemployment office discuss with the class: what constitutes payment of unemployment, who qualifies, the number of people served, amount of money paid out each year, and the misuse of unemployment.

W/V 2. Have the students write an essay on their thoughts of unemployment. (Is it misused? Is too much money paid out? What are the advantages, disadvantages of unemployment? Etc.) Have the students share their thoughts with their classmates.

R/W/V 3. Have the students research the unemployment statistics. Examples: Ratio of men to women, white to other races, ages, number of cases from each county, etc. Share findings with class.

COURSE: Relationships

UNIT: Family

TOPIC: Family Issues

LESSON: Blended Families

PROCESS SKILLS: The student will:

1. Investigate strategies for dealing with individual/family issues.

SUGGESTED LEARNING ACTIVITIES:

1. Divide class into groups. Give each group a piece of butcher paper and ask them to determine 10 negative factors that might be involved within the structure of a blended family. Then have them consider each of the 10 factors and restructure them so they are/could be positive factors. Each group will share their findings with the class.

2. Divide the class into groups. Divide the sentence completions among the group. Instruct each group to complete each sentence in as many different ways as could be reasonable. Have them write on a piece of butcher paper and share with the class.

3. Discuss a blended TV family. What are some of the problems, solutions, positives, challenges, etc.? Is it realism/idealism? How does this influence how kids think blended families function?

4. Blended families cause an increase in the number of interpersonal relationships. It can all be very complex. As a class, brainstorm all the possibilities and discuss the possible causes of stress and or support these relationships could generate. Example: First wife's/husband's family. Second wife's/husband's children, etc.

INFORMATION SHEET
BLENDED FAMILY

LECTURE OUTLINE

FAMILIES:

- Three major family forms in the U.S.
    1. Nuclear family
    2. Single-parent
    3. Step-family
- It is predicted the
    1. 56% of all children under 18 years of age will live with both natural parents.
    2. 50% of all children will live with one parent.
    3. 15% will reside in step families.

- In any classroom 1 of every 6 children is likely to be a stepchild.
- Family disruption is related to academic and behavioral problems in school.
- Children from separated families are more likely to require disciplinary action than low conflict intact families.
- Boys have short and long-term problems at school.
- Girls find remarriage a more stressful adjustment.

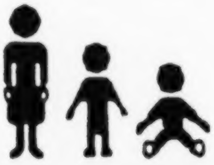
STEP-FAMILY VARIATION AND EMOTIONAL TASKS

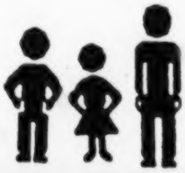
- A step-parent family is created by the marriage or living together in a committed relationship of two persons, one or both of whom have children.

Type 1. Married women w/child marrying a man w/no children.
    a. step-father
Type II. Married man w/children marrying woman w/no children.
    a. "wicked step-mother"
Type III. A remarriage where both spouses have children from previous marriages.
    a. most stressful yet it possesses great strength
Type IV. A single parent with children whose ex-spouse has remarried.
    a. Most vulnerable to both real and imagined (resentment by new spouse of the families financial and emotional obligation to the previous family unit).

STEP-FAMILY SYSTEMS

- Step families appear similar to intact families.
    1. More complex (household roles, relationships, clarifying household boundaries).
    2. Step-families are characterized by high levels of interaction outside the household and by regular shifts in family membership with children visitation schedules.
- As in all family systems, boundary pathologies can occur.
    1. Boundaries between households may be too open and cooperative. Ex-spouses may remain emotionally involved with one another and undermine the stabilization of the remarried couple.





Information Sheet (Continued)

a. example: Children, hoping for reconciliation commonly develop school problems to keep their biological parents involved with one another and to limit commitment to step-families.

- Rigid Boundaries. Parents often single out the non-custodial household for any child's problem and threaten to end visitations.
  1. Children experience:
     a. intense loyalty conflicts;
     b. confusion;
     c. loss;
     d. and damaged self-esteem.

TODAY'S ISSUES

- Financial responsibility, child compliance responsibility, parental authority and emotional attachment. "Instant Family" is a myth.

- Role transitions are stressful for all families; loss for children, games for adults.

SOURCE: Best Practices For Working With Single Parent and Step-families. by C. Carlson. (1986). pp. 43-58. Permission granted from NASP: Best Practices in School Psychology.